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ABSTRACT

This handbook supplies a variety of general and specific information concerning career in foreign languages for Americans. The main topics include: (1) general recommendations for language study; (2) a sketch of the principal language families of the world, their genealogy and geographical distribution; (3) foreign language courses and degree requirements; (4) aids for independent study of languages; (5) resources for language learning; (6) foreign language proficiency; (7) scholarships, fellowships and loans; (8) the training of the multilingual, including English as a second language; (9) recommendations regarding overseas employment, with specific reference to opportunities in the federal government; (10) opportunities in international organizations; (11) specialized occupations relating to language skills; (12) employment opportunities in trade and business, both foreign and domestic; and (13) employment opportunities with a foreign language as a supplementary skill. The fourteen appendices provide information concerning addresses of agencies involved in the foreign language field; salaries of government and public school employees; journals, foreign language publications and audiovisual aids, including distributors and publishers; colleges maintaining language houses; directories of state foreign language newsletters and language supervisors; a list of professional organizations; and suggestions for further reading, including directories and general reference books, publications of federal agencies and departments, and publications relating to language careers. (CLK)

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CAREERS

in

FOREIGN LANGUAGES: A HANDBOOK

New Edition

by

JUNE LOWRY SHERIF

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

In view of the diversity of occupations in which foreign languages are used in specialized and nonspecialized ways, it is necessary for the student or worker to have specific and comprehensive information regarding vocational opportunities. For the positions described here, an attempt has been made to include such relevant information as: education and training needed, rate of pay, history of the position, work conditions, opportunities for advancement, economic demand for the work, examinations, licenses and/or certificates needed, benefits, and location of position(s).

Many of the positions require extensive command of the foreign language(s), whereas others involve duties in which the foreign language is regarded as a supplementary qualification.

The foreign language student and worker must be cognizant of the fact that vocational opportunities in foreign languages are strongly tied to sociological, economic, and political vicissitudes.

It is assumed that the reader of this book is seriously interested in *using* his foreign language study, both as a means of livelihood and as an expression of his desire to serve others.

Opportune vocational choices are often based on extensive perusal of occupational literature along with extensive effort.

June Lowry Sherif

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June Lowry Sherif

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GENERAL RECOMMENDATIONS FOR FOREIGN LANGUAGE STUDY

Our Language Resources

It is our task to cultivate our language resources so that we can take part in the cultural exchange among different peoples of the world and avoid a self-limiting monolingualism which tends toward underdevelopment in the individual and in the society. Maintaining close contact with those coming from other countries will help us to be more appreciative of the values inherent in the different languages and cultures which they bring to our shores.

In the United States we now have more than twenty-five million Americans whose mother tongue is not English. This number is expected to increase in the coming years because of changes in our immigration laws and because of unfavorable economic conditions in many countries. To help these immigrants improve their command of English, specialists are occupied with teaching English as a foreign language, as well as orienting them to our way of life.

At the same time that immigrants are learning our language and acquainting themselves with our culture, countless Americans are learning foreign languages for educational, business, and travel purposes.

As Americans, we should not feel that the widespread use of English precludes the need to study other languages. Very few international organizations have adopted a single official language and most of them use two or more languages. Official languages used include English, French, German, Spanish, Italian, Russian, Dutch, Portuguese, Arabic, Chinese, Esperanto, Hebrew, Latin, Hungarian, and Serbo-Croatian.

In business, industry, and service organizations, foreign languages are used extensively. In a 1972 survey conducted by the MLA, nearly 70 percent of the respondents stated that they do use, could use, or expect to use people with foreign language skills in their organization.

We are still far from the use of one universal language, be it natural or synthetic. In spite of the great need for communication and understanding among nations, there is much apathy regarding the use of synthetic or constructed languages such as Esperanto and Interlingua (although these languages are easier to learn than ethnic languages since they are free of cultural bias and have greater regularity).

From the preceding, it is obvious that the use of only one language is not sufficient to meet the needs of our times, since we are in closer contact than ever with our foreign neighbors.

Educational Background

The student preparing himself for work in the foreign language field should strive toward language competence and, in addition, should build a background in a variety of subjects, particularly those relating to the cultural aspects of the country whose language he is studying.

Simultaneously with his foreign language studies, the student should diligently seek to improve his knowledge and skill in English. A thorough understanding of the English language is of major importance.

Studies in international relations, foreign commerce, economics, political science, geography, and history are recommended for those who wish to work in international trade and business, in the diplomatic service, or in a federal agency such as the National Security Agency.

Courses in sociology, cultural anthropology, and the humanities are general in nature and also enrich the student's background. Such courses are particularly valuable when they are taught in the foreign language. At many colleges, there is an increasing demand for courses that combine other subjects with a foreign language.

The following schools offer courses which are taught in the foreign language:

Goucher College, Baltimore, Maryland. Parts of some courses are taught in a foreign language. Oral and written reports as well as portions of the tests are required in a foreign language.

Massachusetts Institute of Technology, Cambridge, Massachusetts, gives a four-semester-hour Humanities Course in French for freshmen and sophomores. Discussions are in French and examinations are in English.

Cleveland High School, St. Louis, Missouri, presents Advanced Geography in French. The social studies teacher serves as assistant to the French teacher. The text is in French and credit in French (rather than in social studies) is given for completion of the course.

Collateral Studies

A mastery of the International Phonetic Alphabet is necessary for the study of language phonologies. This alphabet is taught in language, linguistics, and philology courses at high schools, colleges, and universities. Wherever possible, it is desirable that the high school student complete at least one course in linguistics.

The study of Latin and Greek is also recommended. Latin and Greek contribute to a better command of the English lexicon and provide the student with an understanding of such language elements as syntax and morphology, since these classical languages are more highly inflected than the English language. Since the student cannot always know which of the many foreign languages he will need to use, Latin can also provide a stepping-stone to the study of other languages, especially the Romance languages. The language the student chooses for his major (or minor) study should be based on interests, family background, future vocational plans, the kind of college he wishes to attend, and his overall ability pattern.

The Résumé, or Professional Dossier

Those who wish employment upon completion of undergraduate work should prepare a complete vita or résumé which includes the applicant's education, experience, certificates or licenses, awards, publications, and specialized institutes attended, along with pertinent personal data.

Wherever feasible, the applicant should have a placement office maintain a more detailed set of credentials which can be sent to prospective employers. This dossier should always contain professional and/or personal recommendations.

Languages in Relation to Occupational Fields

Suggested languages are given for each of the following occupations or professional fields. For the Ph.D. degree, the usual language choices are French and German, since they have wide acceptance among graduate schools and departments. For other graduate work, the language choices are French, German, or Russian. The American Chemical Society recommends German for professional literature in chemistry.

1. *Agriculture* — Spanish
2. *Art and Art History* — Latin
3. *Biochemistry* — French, German, Russian
4. *Diplomacy* — French
5. *Engineering* — German, French, Russian
6. *Export-Import* — Spanish, French, Portuguese
7. *Fine arts, music, art* — Italian, French
8. *Geology* — French
9. *History* — German, Latin
10. *Home Economics* — French, Spanish
11. *Law* — French, Latin

12. *Library Science* — German, French
13. *Linguistics* — Latin, Greek, Sanskrit
14. *Literature* — French, Latin
15. *Medicine* — Latin, German
16. *Nursing* — Latin, German
17. *Orientology* — German, Semitic Languages
18. *Pharmacology* — Latin
19. *Philosophy* — Latin, Greek, German
20. *Psychology* — German
21. *Theology* — Latin, Greek

It is to be understood that an occupation may require competence in a language or languages other than those stipulated above.

PRINCIPAL LANGUAGE FAMILIES OF THE WORLD: THEIR GENEALOGY AND GEOGRAPHICAL DISTRIBUTION

Genealogical Classification of Languages

This is included to give the reader a better understanding of genealogical relationships and geographical distributions of language groups.

The *genealogical* classification is based mainly on genetic, rather than typological, relationships between languages. For many languages, however, genetic relationships have not been worked out with complete satisfaction.

In classifying speech forms, linguists have attempted to rank them as languages or dialects. In the case of complex language groups (such as Bantu), this has been exceedingly difficult to do because of the great number of languages (or dialects). For many languages we do not have sufficient information.

Differentiating between a language and a dialect is further complicated by the diversity and complexity of orthographies. In instances where the number of speakers of each dialect is very large, the dialects are often regarded as separate languages rather than dialects. The distinction between a language and a dialect must be socio-linguistically determined, and it is often based on political, historical, or religious considerations as well. For example, we speak of the Yiddish "language," although Yiddish is actually a Germanic dialect (based on genetic relationships).

The classification of language families that follows excludes extinct languages and the Indian languages of the Americas. For a more detailed treatment, consult Pedersen's *The Discovery of Language* and Lehmann's *Historical Linguistics: An Introduction* (under "Suggested Reading" in the Appendix).

Indo-European Languages*

(Groups in italics include many different languages or dialects. In certain cases, some have been omitted for purposes of simplification.)

1. *Albanian*: Geg in the North and Tosk in the South
2. *Armenian*: *Eastern* (in the Union of Soviet Socialist Republics and Iran) and *Western* (in Turkey)
3. *Baltic*: Latvian and Lithuanian
4. *Celtic*: *Brythonic* (Breton and Welsh [Cymric]) and *Goidelic* (Irish, Manx, which is almost extinct, Scots-Gaelic)
5. *Germanic*: *North* (Danish, Faroese, Gotlandic, Icelandic, Norwegian, Swedish) and *South* (Afrikaans, Dutch, English, Flemish, Frisian, Low and High German, Swiss German, Yiddish)
6. *Hellenic*: *Modern Greek* (ancient Greek dialects are divided into two groups—East and West Greek)
7. *Indic*: *Central Indic* (East and West Hindi), *East Indic* (Assamese, Bengali, Bihari, Oriya), *Northwest Indic* (Kashmiri, Punjabi, Sindhi), *Pahari* (Central, East, and West), *Sinhalese* (Mahl), *South Indic* (Marathi), *West Indic* (Bhili, Gujarati, Khandesi, Rajasthani). *Sanskrit* is the classical standard language. Pakistani Indic is called *Urdu*.
8. *Iranian*: *West Iranian* (Baluchi, Caspian Dialects, Kurdish, Persian [Farsi], Tajiki) and *East Iranian* (Ossetic, Pamir Dialects, Pushtu, Yaghnobi)

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*A hypothetical parent language spoken from the beginning of civilization to about 3500 B.C. by peoples living—in all probability—in the area from Southern Lithuania to the northern Steppes of Russia.

9. *Romance*: (descended as a subgroup from Vulgar Latin) (Catalan; French; Italian; Portuguese; Provençal; Romansch, or Ladin, which is spoken in the Alpine regions of Northeastern Italy and Southeast Switzerland; Rumanian; Sardinian; Spanish)
10. *Slavic*: *East* (Great Russian, Byelorussian, Ukrainian), *South* (Bulgarian, Macedonian, Serbo-Croatian, Slovenian), and *West* (Czech, Polish, Slovak, Wendish [Sorbian])

Non-Indo-European Languages

1. *Afro-Asiatic*: *Berber*, *Chad*, *Cushitic*, *Semitic* (Arabic, Ethiopic, Modern Hebrew, Neo-Syriac)
2. *Annamese-Muong*: Muong and Vietnamese (not yet fully classified)
3. *Australian*: Andaman Island Dialects, New Guinean, Tasmanian
4. *Austro-Asiatic*: Farther Indian and Kherwarian (Santhali)
5. *Basque*
6. *Caucasian*: *Abkhazo-Adygheian*, *Daghestani*, *Kartvelian*, *Veinakh*
7. *Chari-Nile*
8. *Dravidian*: Brahui, Gondhi, Kanarese, Kurukh, Malayalam, Tamil, Telugu
9. *Japanese and Korean:* (not yet fully classified)
10. *Khoisan*: mainly Bushman and Hottentot
11. *Luorawetlän:* (Eastern Siberia)
12. *Malayo-Polynesian*: *Indonesian*, *Melanesian*, *Micronesian*, *Polynesian* (The national language of Indonesia, which is Bahasa Indonesia, is based on Malayan, a trade language.)
13. *Mongol and Manchu-Tungus*
14. *Mon-Khmer* (Southeast Asia): Mon (Talaing), Cham, Khmer (Cambodian)
15. *Niger-Congo*: mainly Bantu and Swahili
16. *Sino-Tibetan*: *Sino-Thai* (Chinese and Thai Dialects), *Tibeto-Burman* (Tibetan and Burman Dialects)

17. *Turkic:* mainly Osmanli
18. *Uralic: Finno-Ugric* (Estonian, Finnic, Hungarian, Lappish, Permian, Ugric)

Reference List of World Languages

With the exception of Greek, which has considerable importance for linguists, languages with less than twenty million speakers are not included.

For books containing more comprehensive listings (including languages with less than twenty million speakers), refer to *The ABC's of Languages and Linguistics* by Ornstein and Gage (Appendix K).

Language	*Spoken In*	*Group*
Amoy	Fukien and Kwantung (China), Formosa, Thailand	Chinese
Arabic	North Africa, Near East, Middle East (for purposes of worship, Muslims throughout the world use Arabic)	Semitic
Awadhi (E. Hindi)	Uttar Pradesh (India)	Indic
Bengali	W. Bengal (India), Bangladesh	Indic
Bhojpuri	Bihar and Uttar Pradesh (India)	Indic
Cantonese	South China, Overseas China	Chinese
English	North America, Bristish Isles, Australia	Germanic[1]
Foochow	Fukien (China)	Chinese
French	France, Belgium, Canada, Switzerland	Romance
German	Germany, Austria, Switzerland	Germanic
Greek	Greece, Cyprus, Turkey	Hellenic

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[1] Although much of the vocabulary of English derives from the Romance languages, English is genetically related to German (as evidenced when we compare morphological and phonological developments in their verb structures, as well as certain other factors).

Gujerati	Gujerat (India), Bombay	Indic
Hindi-Urdu	India, Pakistan, Mauritius	Indic
Italian	Italy, North Africa	Romance
Japanese	Japan, Hawaii	Not established
Javanese	Java	Malayo-Polynesian
Korean	Korea, Japan, Hawaii	Not established
Mandarin	North China, Formosa	Chinese
Marathi	Maharashtra (India)	Indic
Polish	Poland	Slavic
Portuguese	Brazil, Portugal, Spain, Macao, Goa	Romance
Punjabi	Punjab (India), Pakistan	Indic
Russian	USSR	Slavic
Spanish	Spain, Latin America	Romance
Tamil	Madras, Ceylon, Malaya	Dravidian
Telugu	Andhra Pradesh (India)	Dravidian
Turkish	Turkey, Cyprus	Turkic
Ukrainian	USSR	Slavic
Vietnamese	Vietnam, Laos, Thailand, Cambodia, New Caledonia	Not established
Wu	Chekiang (China), Shanghai	Chinese

Esperanto and Interlingua

Esperanto and *Interlingua* are used by thousands of people throughout the world. As *synthetic* or *constructed* languages, they facilitate oral and written communication.

Esperanto uses features of the English, German, and Romance languages. It functions by means of a simplified grammar of only sixteen rules. It has been in existence for 75 years and is taught in about 700 schools in 40 countries.

Interlingua is based on entire words taken from the Romance languages, German, Russian, and English.

Both of these constructed languages can be learned rather easily by educated people. However, they lack the support which a tradition and culture lend to a language.

Esperanto has been used on Voice of America broadcasts and at the World's Fair in Brussels.

Language Depositories

The Center for Applied Linguistics in Arlington, Va., maintains files on some 275 languages. These have been chosen for their socio-political importance from the American point of view.

The Institute of Languages and Linguistics of Georgetown University, Washington, D.C., has over 6,000 master tapes of the following forty languages:

Afrikaans
Amharic
Arabic
Bulgarian
Burmese
Chinese
Czech
Danish
Dutch
English
Estonian
Farsi (Afghanistan)
Finnish
French
German
Hebrew
Hindi
Hungarian
Italian
Japanese
Korean
Lithuanian
Norwegian
Pashto
(Spoken in Pakistan and Afghanistan; also called Pushtu and Pashtu)
Persian
Polish
Portuguese
Rumanian
Russian
Scandinavian
Serbo-Croatian
Slovak
Spanish
Tagalog (Philippines)
Thai
Turkish
Urdu
Vietnamese
Visayan (Central Philippines)
Yiddish

Indiana University has established an Archives of the World to provide a central depository of language materials for the benefit of research scholars.

Writing Systems and Transliteration

In order to facilitate communication throughout the world, it is necessary to transliterate, that is, to work from one writing system into another. All writing systems use one—or a combination—of these three systems:

1. The *logographic*, in which individual symbols have morphological reference and are usually called *characters*. (The logograph is a symbol corresponding to the English word.)
2. The *alphabetic*, in which the phonological unit symbolized is the *phoneme*.
3. The *syllabic*, in which the phonological unit symbolized is the *syllable*.

Among the twelve languages (as determined by linguists at George Washington University in Washington, D.C.) that are spoken by a majority of the world's population, six employ a writing system that is different from the English alphabet. These six languages are: Chinese, Hindustani, Russian, Japanese, Arabic, and Bengali. Based on the number of speakers, the twelve languages spoken by a majority of the world's peoples are:

Chinese	800 million
English	270 million
Hindustani	120 million
Spanish	160 million
Russian	130 million
German	100 million
Japanese	100 million
Bengali	100 million
Arabic	80 million
Portuguese	75 million
French	65 million
Italian	55 million

The following is a brief explanation of writing systems different from the English:

The *Semitic* syllabic alphabet or writing system served as a partial basis for the early *Greek* alphabet. The Greeks converted the syllabic system of the Semites to an alphabetic system, and they introduced symbols for the vowels (which were not reliably indicated in Semitic).

The *Arabic* script (as well as the Hebrew) is written from right to left. Among the several methods of writing Arabic are the *naskh* (or *naskhi*), the *ruqaa*, and the *koufi*. In general, printed materials are written in the *naskh*. The *koufi* is the most decorative style. The *ruqaa* is the customary system used for written communication.

Like the Egyptian hieroglyphs and the Sumerian cuneiform symbols, the *Chinese* characters or logographs developed from pictures and are written from top to bottom.

Japanese uses both the *hiragana* and the *katakana* syllabic alphabets. The latter resembles our italic writing system.

The *Roman* alphabet developed from the capital letters of the *Greek* alphabet. Another form of the Greek alphabet became the basis of the *Coptic* and *Ethiopic* alphabets. Greek also influenced the *Armenian* alphabet, from which the *Georgian* alphabet was adapted.

The *Cyrillic* alphabet was developed by the monks Cyril and Methodius, who wanted to convert the Slavs to Christianity. It is used by the Russians, Serbs, Bulgarians, Ukrainians, and Byelorussians. Writing is done from left to right.

Thai and *Burmese* are based on the Sanskrit syllabic *devanagari*, as are certain other languages of India and Southeast Asia.

Persian, *Pashtu*, *Urdu*, and *Sindhi* writing systems have been adapted from the Arabic alphabet. The present-day Arabic alphabet does not show much resemblance to the earlier ones from which it was derived.

It has been estimated that there are over 2,000 spoken languages for which no written system has yet been devised.

FOREIGN LANGUAGE COURSES AND DEGREE REQUIREMENTS

Curriculum for the Elementary and High Schools

Wherever possible, the student should begin his study in the elementary school. In addition to completing the longest sequence possible in one language (rather than shorter sequences in two languages), it is advisable for the language student to include a second language in his curriculum. If the student is unable to begin his foreign language study before high school, then it is advised that he enrich his background in geography, history, English, and the fine arts, since these will enhance foreign language course work.

It is also advisable that the student discuss his sequence of study with his counselor to determine which courses are necessary for admission to the college of his choice. Although it is wise to take as much language and language-related study as possible, it is unwise to reduce too sharply any non-language-related study that can contribute to making the student a better-educated individual.

Curriculum for the College

There is a growing emphasis on self-guidance of the high school and college student which makes it necessary for the language student to be apprised of reliable college guide books and to be able to understand a college catalog.

Considering that there are more than 2,000 colleges in the U.S., the entering college freshman is advised to consult the following:

1. Lovejoy's *Complete Guide to American Colleges and Universities* (a Simon and Schuster, Inc., publication. See address in Appendix E)
2. *So You Are Going to College*, by Clarence Lovejoy (Simon and Schuster, Inc.)
3. *College Selector*, published by College Information Services, P.O. Box 466, Mount Kisco, N.Y. 10549
4. *Guidance Information System* (Time Share, Hanover, N.H.) aids in self-selection of a college—based on cost, location, size, requirements for admission, special programs, etc.
5. *Profiles of American Colleges*, Barron's, 113 Crossways Park Drive, Woodbury, New York 11797.

Following this, the student should carefully examine the catalogs and all pertinent bulletins of several colleges in which he has an interest, since he may want to apply to more than one college or university. It is important to seek admission to an accredited college (see "Teacher" section for further pertinent information).

One advantage of the university or larger college is that the foreign language department will be able to offer many different courses each semester. In the smaller college, the student will enjoy working in closer contact with the professors since, in the majority of cases, the student-instructor ratio will be less.

The prospective college student must peruse the catalog to learn: (1) language requirements for entrance; (2) language requirements for graduation; (3) whether or not there is a language house (or section of the dormitory) available for the language of his choice; and (4) whether or not the college has a "year abroad" program or a foreign campus affiliated with the college.

It is especially important that linguistics courses be offered, and if the language major wishes to teach, a methods course should be available in the teaching of the foreign language. A methods course is almost always required for teacher certification. If these courses are not offered, he may have to take them on the graduate level, which may prove inconvenient if he wishes to teach immediately after receiving the bachelor's degree.

Accredited institutions are not all equal in the quality of their educational standards. Therefore, before the high school graduate chooses a college, it would be wise to consider and learn about all aspects of accreditation, that is, whether the college is accredited by a regional or national agency (or by a professional organization).

See *Handbook for the Counselors of College Bound Students*, edited by Lehman, Ramsay, and Jefferson, for further information on language offerings at American colleges and universities. This handbook is listed under "Directories and Books of General Reference" in Appendix L.

Lists of accredited colleges and universities are issued by the following regional accrediting associations:

1. Middle States Association of Colleges and Secondary Schools
2. New England Association of Colleges and Secondary Schools
3. North Central Association of Colleges and Secondary Schools
4. Northwest Association of Secondary and Higher Schools
5. Southern Association of Colleges and Secondary Schools
6. Western College Association

The following is a suggested course plan, which totals approximately 120-128 semester hours, making up the undergraduate program:

Foreign Language
basic language courses (semesters one to four)
masterpieces of literature or history of literature
conversation and writing (three courses)
history of civilization in relation to the language
principles of linguistics—includes phonetics, phonemics,

syntax, morphology, and, if possible, historical linguistics

various courses in the novel, drama, poetry, and the novella

Courses in a Second Language

basic courses, literature, stylistics, conversation, among others

General Education

sequences in social, biological, physical sciences, or mathematics, depending on the degree requirement of the college or university

History

history of the United States

Political Science

American government

Physical Education

Rhetoric and Speech

rhetoric (two courses)

principles of speaking or oral interpretation of literature

Psychology

introduction to psychology

Electives

humanities, music, art history, philosophy, history, international relations, government, political or social geography, area studies (which are collateral to the language(s) being studied)

Graduate Study

Those who major in a foreign language or languages on the undergraduate level can choose a graduate program which stresses literature, literature and linguistics, or linguistics. A few universities offer programs which lead to a master's or doctoral degree in the teaching of English as a foreign language. Graduate students also select programs of study in the various fields of linguistics that are discussed in the Linguistics section of this book.

The University of Washington in Seattle has established an interesting interdisciplinary Ph.D. program in linguistics-psychology, with a first minor in literature. Separate curricula exist for teaching candidates and for those interested in supervisory positions. Courses in cultural anthropology and psychology, as well as in psychological linguistics and literature, are included.

After obtaining the bachelor's degree, many undergraduate language majors decide on graduate programs in library science and obtain the master's either in library science or in information retrieval.

The majority of individuals who have the bachelor's degree in foreign language(s) will elect graduate programs in the teaching of foreign language(s) or in the supervision of foreign language instruction. Those who wish to obtain the doctorate in foreign language(s) are advised to have their undergraduate training in foreign languages rather than in the teaching of a language or some other field.

A traveling scholar program is offered through the *Committee on Institutional Cooperation (CIC)* by eleven major midwestern universities: the Universities of Chicago, Illinois, Indiana, the State University of Iowa, the State University of Michigan, Michigan State University, the University of Minnesota, Northwestern University, Ohio State University, Purdue University, and the University of Wisconsin. Under this program a graduate student matriculated at one of these universities can enroll at any of the above universities and can subsequently obtain credit from the institution where he is matriculated. Thus, if a student wishes to take advantage of a particular language specialty offered at one of these universities, he can do so, since each school has its own special strengths.

(See the sections under "Teacher" entitled "Certification Requirements for Teachers in Public High Schools" and "Overall Training of the Language Teacher.")

Language Requirements for Undergraduate Degrees

Within the past few years, many colleges have abolished or reduced language requirements for undergraduate degrees.

According to a Modern Language Association survey of entrance and degree requirements of 1,206 institutions of higher learning granting the bachelor's degree, 33.6 percent had an entrance requirement and 88.9 percent a degree requirement in 1965-66. In 1970-71, 27.4 percent required language study for entrance and 76.7 percent required it for the bachelor's degree.

The predominant pattern today requires passing a certain number of courses at a given level, and sometimes a minimum grade is essential. At some colleges, the higher one starts on the course ladder, the more advanced the courses must be to meet the requirements. In other colleges it is necessary to complete more semesters if one starts at the bottom of the course ladder. Some colleges permit a student to satisfy his language requirement by obtaining certain scores on standardized tests of language skills. Most colleges simply ask for a minimum grade in the highest level course the student must take in the foreign language.

Mastery of one foreign language on the undergraduate level is necessary for every educated individual—without considering whether a particular foreign language is necessary for reading the professional literature in a given field. Proficiency can be measured through standardized tests such as those of the Educational Testing Service in Princeton, New Jersey (see address in Appendix A).

Many universities ask that the language phase of the graduate studies program be mastered earlier, preferably at the high school level. Study of a foreign language at graduate school level is time-consuming, and if students entered the graduate program with language mastery, more graduate courses could be given in the foreign languages. Beginning the study of a language in high school (or in the elementary school) can prove to be a real advantage when graduate work is undertaken.

Language Requirements for Graduate Degrees

Language requirements needed for the M.A. and Ph.D. degrees vary with different universities. In general, French, Russian, and German are accepted as research languages.

For the M.A. in languages, one language is usually required. The language major can, of course, meet this requirement. For an M.A. in linguistics, students often choose a specialty in which no foreign language is needed; e.g., English or mathematical linguistics. For the M.A. in fields other than languages, one language is usually required.

Two foreign languages are usually required for the Ph.D. in languages as well as in fields other than languages. Some universities allow the student to substitute a collateral field for the foreign language requirement.

The Master of Arts in Teaching entails work in education in order that a liberal arts or science major may qualify for a teaching certificate. The M. Ed. involves a specialty in education, and the candidate is not usually required to take courses in the liberal arts or science fields.

To obtain the Ed.D. degree (Doctor of Education), no foreign languages are required, since this degree is based on diversified course work in various educational fields. The Ed.D. degree does not usually require reading in a foreign language, whereas the Ph.D. researcher often needs language as a research tool.

English usually cannot be credited as a foreign language for a foreign student, even though it is a foreign language to him. Some universities will not allow a foreign student to submit his native language as one of the required foreign languages.

At many universities, individual graduate departments impose language requirements in addition to those stipulated by the university or college as part of the degree requirements.

The coming decade will show an increase in the number of doctorates earned, and it is estimated that the number will be approximately twice what it is at present.

Wherever a university stipulates that a student submit foreign languages, he is required to pass an examination based on a reading knowledge of those languages. The examination may also test the grammar of the languages.

Many universities use the Graduate School Foreign Language Testing Program examination (devised by the Educational Testing Service, Princeton, New Jersey 08540) to test students' grammar-reading knowledge.

For further information, see "Foreign Language Entrance and Degree Requirements for the M.A., M.S., and Ph.D. Degrees," *PMLA* '72 (ED 047540 *Research in Education*). For an explanation of *Research in Education*, see "Educational Resources Information Center" in the Index.

Area Studies Programs

Training in area studies can enhance the worker's usefulness to an employer. Such an area might, for example, be Latin America or northwestern Europe. Area studies should include courses in diplomatic relations, trade, government, cultural anthropology, geography, history, and languages.

Universities such as Georgetown University (Washington, D.C.), Columbia University (New York City), and the University of Minnesota (Minneapolis) offer courses in area studies and international relations. Under these programs, courses are offered (usually on the graduate level) not only in languages but also in economics, geography, history, literature, and the arts of world regions. Graduate degrees are available to students who wish to become area specialists.

Many universities and colleges offer interdisciplinary studies programs which fuse related fields. For example, Brown University (Providence, Rhode Island) offers interdisciplinary studies courses in the humanities, sciences, and social studies. The University of Wisconsin (Madison, Wisconsin) has introduced an undergraduate course in the civilization of India that is modeled on a course given at the University of Chicago's South Asia Center. Yale University (New Haven, Connecticut) lists well over forty courses in the history, geography, economics, and art of the Far East. Among schools that offer systematic studies of African peoples and cultures are Michigan State University (East Lansing, Michigan), Northwestern University (Evanston, Illinois), Rutgers University (New Brunswick, New Jersey), San Francisco State College, and Yale University (New Haven, Connecticut).

For further information on area studies, see also Ellen M. Gumperz, *Foreign Area Studies in American Higher Education,* University of California, Berkeley, 1966, and *Area Studies on U.S. Campuses: A Directory,* New York International Council for Educational Development, ERIC Document 052 086, *Research in Education,* October '71:90. (See address of this council in Appendix A.) For information on ERIC, see Educational Resources Information Center in the Index.

Following is a list of selected universities that offer various types of area studies, international relations, and interdisciplinary studies courses. Although these courses may vary somewhat from year to year at each university, the list is representative of the courses offered in American universities.

American University, Washington, D.C. 20016. International Relations, School of Government and Area Studies, School of International Service

Amherst College, Amherst, Massachusetts 01002. American Studies, Asian and African Studies

Boston College, Boston, Massachusetts 02167. African Studies Center, Biblical Studies

Brown University, Providence, R.I. 02912. American Civilization, Interdisciplinary Studies (Humanities, Sciences, and Social Studies)

Columbia University, New York, New York 10027. African Regional Institute, East Asian Regional Institute, East Central Europe Regional Institute, European Regional Institute, Latin-American Regional Institute, Near and Middle East Regional Institute, Russian Regional Institute, School of International Affairs

Cornell University, Ithaca, New York 14850. American Studies, Asian Studies, International Relations, Latin-American Studies

Douglass College of Rutgers—The State University, New Brunswick, New Jersey 08903. Hebraic Studies

Georgetown University, Washington, D.C. 20007. American

Language Institute, Edmund Walsh School of Foreign Service Courses, Foreign Trade, International Affairs, International Economic Affairs, International Transportation

Harvard University, Cambridge, Massachusetts 02138. Center for Middle Eastern Studies, East Asia, Soviet Studies

Indiana University, Bloomington, Indiana 47401. African Studies, Asian Studies, Russian and East European Institute

Johns Hopkins School of Advanced International Studies, Washington, D.C. 20036. Africa, Asia, Europe, International Economics, International Law, Diplomacy and International Relations, Latin America, Middle East, Soviet Union

Kalamazoo College, Kalamazoo, Michigan 49001. Neglected Languages Programs

Michigan State University, East Lansing, Michigan 48823. American Studies, Asiatic Studies, Far East Studies

Mount Holyoke College, South Hadley, Massachusetts 01075. Asian-African Studies, Cryptography and Cryptanalysis

New York University, New York, N.Y. 10003. The Institute of Hebrew Studies, Ibero-American Language and Area Center

Occidental College, Los Angeles, California 90041. Chevalier Program in Diplomacy and World Affairs, History of Civilization (Cooperative Faculty Program), Washington Program (in cooperation with American University in Washington, D.C.)

Princeton University, Princeton, New Jersey 08540. African Studies, American Civilization, East Asia, Latin-American Studies, Oriental Studies

Smith College, Northampton, Massachusetts 01060. American Studies, Ancient Studies, Hispanic Studies, Interdepartmental Courses

Stanford University, Stanford, California 94305. Institute of Hispanic-American and Luso-Brazilian Studies, International Relations, Regional Studies (Asia, British Empire, Latin America, Soviet Uni[illegible] Western Europe)

The Thunderbird School of International Management, Box 191, Phoenix, Arizona 85001. Asian Studies, European Area Studies, International Relations, Latin-American Area Studies

University of Chicago, Chicago, Illinois 60637. Far Eastern Civilization, Indian Civilization, International Relations, Russian Civilization

University of Illinois, Urbana, Illinois 61801. Asian Studies, Classical Civilization, Latin-American Studies, Russian Language and Area Studies

University of Maryland, College Park, Maryland 20742. American Studies

University of Michigan, Ann Arbor, Michigan 48104. American Culture, Far East Studies, Latin-American Studies, Near East and North African Studies, South and East Asian Studies

University of Minnesota, Minneapolis, Minnesota 55455. Interdisciplinary Programs (Foreign Study), International Relations and Area Studies (Northwest Europe, Russia, East and South Asia, Latin America)

University of Pennsylvania, Philadelphia, Pennsylvania 19104. American Civilization, Latin-American Studies, Oriental Studies, South Asia Regional Studies

University of Texas, Austin, Texas 78712. American Studies, Institute of Latin-American Studies, International Studies

University of Virginia, Charlottesville, Virginia 22904. Latin-American Studies, Russian Studies

University of Wisconsin, Madison, Wisconsin 53706. African Studies, Buddhist Studies, East Asian Studies, Hindi-Telugu Center, Ibero-American Area Studies, Indian Languages and Area Center, Latin-American Studies, Luso-Brazilian Center, Russian Area Studies

Windham College, Putney, Vermont 05346. Institute of Critical Languages, School of Russian and Soviet Area Studies (open to high school, undergraduate, and graduate students)

Vassar College, Poughkeepsie, New York, 12601. East Asian

Studies, International Relations

Yale University, New Haven, Connecticut 06520. American Studies, East Asian and Southeast Asian Studies, Latin-American Studies

Language Programs At American Universities and Colleges

The student who specializes in a foreign language will find it very beneficial to study at interpreters schools, such as the Monterey (California) Institute of Foreign Studies and Georgetown University. He should include in his undergraduate and graduate training such studies as linguistics and the literary and cultural history of the country, as well as extensive aural-oral work through the use of the language laboratory.

Outstanding colleges and universities that offer training to foreign language teachers, interpreters, and linguists are Middlebury College (Middlebury, Vermont), The Edmund Walsh School of Foreign Service at Georgetown University (Washington, D. C.), Columbia University and New York University (New York City), the University of Wisconsin (Madison, Wisconsin), the University of Michigan (Ann Arbor, Michigan), Indiana University (Bloomington, Indiana), and the University of Texas (Austin, Texas).

Following is a list of selected colleges and universities in the United States that offer a wide range of languages and are known for the excellence of their programs. This list does not necessarily include all the languages offered, but it is an adequate sampling of what is available to the language student. It should be noted that not all languages listed are offered every term.

American University, Washington, D. C. 20016. Arabic, French, German, Russian, Spanish, Thai

Amherst College, Amherst, Massachusetts 01002. French, German, Greek, Italian, Latin, Russian, Spanish

Boston College, Boston, Massachusetts 02167. French, German, Greek, Hebrew (Modern), Italian, Latin, Portuguese, Russian, Spanish

Brown University, Providence, R.I. 02912. Egyptian, French, German, Italian, Russian, Spanish

Colgate University, Hamilton, New York 13346. French, German, Greek, Italian, Latin, Russian, Spanish

Columbia University, New York, New York 10027. Akkadian (Babylonian-Assyrian), Bengali, Chinese, Czech, Finnish, French, German, Greek, Hebrew, Hindi, Hungarian, Iranian, Italian, Japanese, Latin, Polish, Portuguese, Rumanian, Russian, Serbo-Croatian, Spanish, Syriac, Turkish, Ugaritic

Cornell University, Ithaca, New York 14850. Arabic, Aramaic, Old Bulgarian, Burmese, Cebuano, Chinese, Czech, Dutch, French, German, Greek, Hebrew, Hindi, Indonesian, Italian, Japanese, Javanese, Latin, Portuguese, Quechua, Russian, Serbo-Croatian, Sinhalese, Spanish, Telugu, Thai, Urdu, Vietnamese

Douglass College of Rutgers–The State University, New Brunswick, New Jersey 08903. Chinese, French, German, Greek, Hebrew, Italian, Latin, Russian, Spanish

Duke University, Durham, North Carolina 27706. French, German, Greek, Italian, Latin, Portuguese, Russian, Spanish

Georgetown University, Washington, D.C. 20007. Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish

Harvard University, Cambridge, Massachusetts 02138. Akkadian, Aramaic, Armenian, Avestan, Celtic, Chinese, French, German, Greek, Hebrew, Iranian, Italian, Japanese, Korean, Latin, Mongolian, Portuguese, Russian, Sanskrit, Scandinavian Languages, Spanish, Turkish

Heidelberg College, Tiffin, Ohio 44883. French, German, Greek, Latin, Spanish

Indiana University, Bloomington, Indiana 47401. Arabic, Bulgarian, Chinese, Haitian Creole, Czech, Danish, Estonian, Finnish, French, German, Greek, Hebrew, Hungarian, Old Icelandic, Italian, Japanese, Korean, Latin, Mongolian, Persian, Polish, Portuguese, Rumanian, Russian, Sanskrit, Old Church Slavonic, Spanish, Swahili, Turkish, Ukrainian, Uzbek

Johns Hopkins School of Advanced International Studies, Washington, D.C. 20036. Arabic, French, German, Italian, Portuguese, Spanish, Turkish, Urdu

Kalamazoo College, Kalamazoo, Michigan 49001. Chinese, French, German, Greek, Japanese, Latin, Portuguese, Spanish, Swahili

Middlebury College, Middlebury, Vermont 05753. French, German, Greek, Italian, Latin, Russian, Spanish

Mount Holyoke College, South Hadley, Massachusetts 01075. French, German, Greek, Latin, Russian, Spanish

New York University, New York, New York 10003. Arabic, Dutch, French, German, Greek, Hebrew, Italian, Latin, Old Norse, Portuguese, Russian, Spanish, Swedish

Northwestern University, Evanston, Illinois 60201. French, German, Greek, Italian, Latin, Russian, Spanish

Oberlin College, Oberlin, Ohio 44074. French, German, Greek, Italian, Latin, Russian, Spanish

Occidental College, Los Angeles, California 90041. French, German, Russian, Spanish

Princeton University, Princeton, New Jersey 08540. Akkadian, Arabic, Chinese, French, German, Greek, Biblical Hebrew, Old Irish, Italian, Japanese, Pali, Persian, Portuguese, Russian, Sanskrit, Serbo-Croatian, Old Church Slavonic, Syrian, Turkish, Ugaritic

Smith College, Northampton, Massachusetts 01060. Arabic, Chinese, French, German, Greek, Biblical Hebrew, Italian, Latin, Portuguese, Russian, Spanish

Stanford University, Stanford, California 94305. Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Portuguese, Provençal. Rumanian, Russian, Spanish

Thunderbird School of International Management, Box 191, Phoenix, Arizona 85001. French, Portuguese, Spanish

University of California, Berkeley, California 94720. Akkadian, Arabic, Aramaic, Armenian, Avestan, Bulgarian, Chinese, Coptic, Czech, Danish, Dutch, Middle Egyptian, French, German, Hebrew, Hindi-Urdu, Hungarian, Indonesian, Japanese, Korean, Mongolian, Persian, Polish, Portuguese, Sanskrit, Serbo-Croatian, Sogdian, Spanish, Swedish, Telugu, Turkish, Ukrainian

University of Chicago, Chicago, Illinois 60637. Akkadian, Arabic, Catalan, Danish, Egyptian, French, German, Greek, Hebrew, Hindi, Japanese, Latin, Mayan, Munda, Nahuatl, Norwegian, Pali, Persian, Rumanian, Russian, Spanish, Swedish, Turkish

University of Illinois, Urbana, Illinois 61801. Arabic, Burmese, Chinese, French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, Serbo-Croatian, Spanish

University of Maryland, College Park, Maryland 20742. Chinese, French, German, Hebrew, Latin, Russian, Spanish

University of Michigan, Ann Arbor, Michigan 48104. Arabic, Assyro-Babylonian Cuneiform, Chinese, French, German, Greek, Biblical Hebrew, Hindi-Urdu, Indonesian, Italian, Japanese, Korean, Norwegian, Persian, Portuguese, Prakrit, Russian, Sanskrit, Spanish, Thai, Turkish, Ugaritic

University of Minnesota, Minneapolis, Minnesota 55455. Arabic, Chinese, French, German, Greek, Hindi, Italian, Japanese, Latin, Lithuanian, Portuguese, Russian, Sanskrit, Spanish, Swedish

University of North Carolina, Chapel Hill, North Carolina 27514. Arabic, Celtic, Chinese, French, German, Greek, Hebrew, Italian, Latin, Lithuanian, Portuguese, Russian, Sanskrit, Spanish, Old Welsh

University of Pennsylvania, Philadelphia, Pennsylvania 19104. Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Japanese, Latin, Russian, Spanish, Urdu

University of Texas, Austin, Texas 78712. Arabic, Czech, French, German, Greek, Hebrew, Italian, Latin, Norwegian, Portuguese, Russian, Spanish, Swedish

University of Virginia, Charlottesville, Virginia 22904. Chinese, French, German, Greek, Hindi, Italian, Portuguese, Russian, Spanish

University of Washington, Seattle, Washington 98105. Bulgarian, Catalan, Chinese, Czech, French, German, Greek, Italian, Japanese, Korean, Latin, Mongolian, Polish, Portuguese, Provençal, Rumanian, Russian, Serbo-Croatian, Spanish, Tibetan, Turkic, Vietnamese

University of Wisconsin, Madison, Wisconsin 53706. Arabic, Bulgarian, Chinese, French, German, Greek, Hebrew, Hindi, Japanese, Mongolian, Norwegian, Portuguese, Sanskrit, Spanish, Swedish, Telugu, Urdu, Xhosa

Vassar College, Poughkeepsie, New York 12601. French, German, Greek, Italian, Latin, Russian, Spanish

Yale University, New Haven, Connecticut 06520. Arabic, Bulgarian, Burmese, Chinese, Czech, Egyptian, French, German, Greek, Hebrew, Indonesian, Italian, Japanese, Latin, Polish, Portuguese, Russian, Serbo-Croatian, Spanish, Swedish, Tagalog, Thai, Vietnamese

Summer Language Courses in the United States for High School Students

Concordia College, Moorhead, Minnesota 56560, was one of the pioneers in summer language camps for high school students. Today, students ranging in age from 9 through 12 and 13 through 17 are accepted in two separate sessions.

Georgetown University, 37th and O Streets, N.W., Washington, D.C. 20007, offers intensive introductory and advanced courses during the summer. The program is designed for very able students who have completed their sophomore or junior years. Social and emotional stability and responsibility are required.

The Midwestern Music and Art Camp at the *University of Kansas,* Lawrence, Kansas 66044, offers instruction in German on six levels. After successful completion of the courses at the camp, students may be eligible for participation in the

Summer Language Institutes which the University conducts in Germany. The institutes offer classes in literature, culture, composition, conversation, pronunciation, structure, and vocabulary building.

The National Carl Schurz Association, 339 Walnut Street, Philadelphia, Pennsylvania 19106, offers various German courses, including the Mini-Total Immersion course.

The School for International Training, Brattleboro, Vermont 05301, conducts an eight-week, coeducational camp for beginning and intermediate students of Spanish who have completed 8th, 9th, or 10th grades. The school has been operating for thirty-five years. Qualifying students participate in a two-week home stay with a Mexican family.

Summer Language Courses in the United States for College Students

Middlebury College Summer Language Schools, Middlebury, Vermont 05753. These schools, which offer instruction in French, German, Italian, Russian, and Spanish, are specialized summer schools for the study of modern languages under a faculty of native instructors. Outstanding undergraduates are accepted for admission after their junior year, but in essence these are graduate schools. Students are advised to apply before December 31 in any one year for the following summer. Scholarships must be applied for by April 1.

New York University School of Continuing Education Foreign Language Program, 3 Washington Square North, Room 10, New York, New York 10003, offers non-credit, intensive courses in twenty-five languages and Certificates of Proficiency in the following language areas: Asian languages, Classical languages, French, Hellenic languages, Italian, Middle Eastern languages, Scandinavian languages, Slavic languages, and Spanish.

The University of Illinois at Carbondale, 62901, offers courses in the languages of Indo-China.

The University of New Hampshire, Deutsche Sommerschule am Atlantik, Durham, New Hampshire 03824, offers courses in oral practice, composition, phonetics, history and development, civilization, folklore, and culture of the German language.

Western Reserve University Summer School of French and Spanish, 2040 Adelbert Road, Cleveland, Ohio 44106, offers graduate courses with the possibility of studying in a language house at the university.

Yale University Summer Language Institute, New Haven, Connecticut 06520, offers courses in Bulgarian, Chinese, Czech, Danish, Dutch, English for foreign students, French, German, Italian, Japanese, Korean, Polish, Portuguese, Russian, Serbo-Croatian, Spanish, Swedish, and the teaching of modern languages. There are intensive courses at the beginning, intermediate, and advanced levels as well as reading and literature courses in various languages. Contact *Director, Summer Language Institute, Yale University, 370 Temple Street, New Haven, Connecticut 06520.*

Residence Hall Language Programs

Some colleges have made provision for specially selected undergraduate students who are majoring or minoring in a language to live on a "language floor" or language section of the dormitory where the particular foreign language is the only language of communication allowed. Native assistants or informants also live on this floor, and they direct the American students in aural-oral practice in the language at meals, during study hours, and at other times. These assistants are usually graduate students who have considerable ability in English. This is, of course, a very rewarding experience for the undergraduate student who wishes to gain fluency in the foreign language.

In 1964 Western Michigan University put into operation a multiple audio-distribution system (M.A.D.) in its residence halls. Students do not have to go to the language laboratory to practice the language since audio and video programs reach the residence hall rooms. Such a system makes it possible to program news and cultural information from abroad into student quarters.

Summer Language Houses in the United States

In addition to the courses offered in the preceding list, there are summer programs in language houses at various universities and colleges. The student lives in the language house, studies, takes his meals there, and participates in programs such as plays, lectures, musical events, films, and outings.

In general, the student in a language program profits greatly from daily contact with educated native speakers and is guided by professors in collateral courses. In this way, the student improves his command of the language he is studying and broadens his cultural knowledge. It is a most enjoyable way of developing one's language skill.

See Appendix G for "Colleges that Maintain Language Houses."

Overseas Summer Study-Travel Programs for High School Students

Over 20,000 United States high school students study abroad each year. Almost all of them participate in summer programs. It is, of course, necessary for sponsoring organizations and schools to exercise care in the choice of quarters, students, programs, and chaperones. The National Council of State Supervisors of Foreign Languages has formed a committee to investigate and evaluate the various study-travel programs abroad. (The addresses of the state supervisors of foreign languages are listed in Appendix I.)

In selecting a summer travel program for high school students, concerned individuals should consider: (1) who sponsors the group; (2) who selects the chaperones and how they are selected; (3) who teaches the school in Europe; (4) who acts in loco parentis; (5) how much unsupervised time the participant is allowed; (6) the nature of living accommodations in the foreign country; (7) what the *total* cost is; (8) who selects the participants and how they are selected; (9) what the insurance coverage is; (10) what provision is made for emergencies; and (11) how the participant will be oriented to the trip and program.

The American Council on the Teaching of Foreign Languages, a branch of the Modern Language Association, published a discussion of the "Criteria for Evaluating Foreign Study Programs for High School Students" in the May 1969 issue of *Foreign Language Annals*.

Schools and organizations that administer overseas summer programs designed for high school students are:

American Council for Nationalities Service (see Appendix A for address) has a three- to four-week study/travel program in Mexico, Spain, and France. The cost is $500 to $600, depending on the program.

American Council on the Teaching of Foreign Languages of the Modern Language Association of America (see Appendix A for address) has a Study Abroad Program in France and Spain.

The Choate School, Wallingford, Connecticut 06492, has a French, Spanish, Russian, Arabic, and Near Eastern Studies Program for boys and girls 15 to 19.

Mount Hermon School of Mount Hermon, Massachusetts 01354, has six-week study tours of France and Germany. Some time is spent with a native family. Open to boys and girls age 16 and older. There is a two-week orientation and a four-week home-stay period.

The National Carl Schurz Association, 339 Walnut Street, Philadelphia, Pennsylvania 19106, offers study-travel programs in German. The program is open to high school students, along with college students and teachers. It is under the auspices of the University of Innsbruck, Austria.

Phillips Academy, Andover, Massachusets 01810, offers a course on the Baltic in German for students 15 years of age and older with at least two years of German. The cost is $900 per session.

In addition to the above organizations, the American Field Service (see Appendix A for address) sponsors summer and nine-to-twelve-month programs overseas for high school students. Various universities, such as Georgetown University, 37th and O Streets, N.W., Washington, D.C. 20007, and Indiana University, Bloomington, Indiana 47401, also sponsor summer programs for high school juniors and seniors.

Overseas Summer Study-Travel Programs for College Students

Within the past decade the number of American students studying abroad has increased. More than 250 American institutions now sponsor a variety of study-travel programs abroad.

Some colleges and universities maintain overseas study programs or a "year abroad" plan. Within such a program an American undergraduate can complete a year of academic study at a foreign university that is affiliated with his own university. Housing arrangements, guidance services, and other matters are handled by the host university.

Most overseas programs are designed for college juniors. If the student who is selected for participation in the program is to obtain maximum benefit from his studies in the foreign language and culture, it is recommended that he have intellectual and social maturity, a knowledge of research methods and bibliography, language proficiency, an understanding of the foreign country and of the foreign university system (which is based on the lecture method and necessitates much reading and research), and practice in advanced stylistics (oral and written expression in the foreign language). It is also recommended that the student use the foreign language exclusively while overseas and that he concentrate on improving his foreign language skills.

The student who wishes to study and travel overseas must possess restraint, empathy for those whose way of life differs from his own, and the desire to absorb and understand an alien culture. He should also be well-oriented to the politico-socio-economic aspects of the host country, possess an understanding of the customs and mores of its people, and be competent in the foreign language that is appropriate to his goals. A program for reorientation on return to the United States is also desirable so that the experience gained abroad can be utilized in subsequent studies.

The objectives of each overseas program, along with the requirements and the methods by which these can be achieved, should be clearly defined and understood.

The following organizations and schools offer study-travel programs abroad during the summer:

Georgetown University, 37th and O Streets, N.W., Washington, D.C. 20007, offers study programs in France, Mexico, Austria, and Japan that are open to high school juniors and seniors, undergraduate and graduate college students, and teachers.

Michigan State University, East Lansing, Michigan 48823, offers study programs in Okinawa, France, Spain, Germany, Italy, Austria, and Switzerland. The programs are open to college sophomores, juniors, and seniors.

St. Olaf College, Northfield, Minnesota 55057, sponsors the University of Osio International Summer School for college undergraduates above the sophomore level, graduate students, and teachers.

Student Project for Amity among Nations (SPAN), 133 Clay Street, Minneapolis, Minnesota 55455, selects seniors (from Minnesota colleges) to participate in summer projects in Australia, Sweden, Iran, and Central America. The selected senior prepares himself intensively for an eight-week stay in the country, followed by four weeks of travel. Upon his return he prepares an intensive research paper summarizing his findings and experiences, and reports on these to community organizations.

Travel-Residence Programs for High School and College Students

Travel and travel-residence programs, apart from study-travel programs, are offered by the following organizations:

Experiment in International Living, Brattleboro, Vermont 05301, which offers travel and residence programs in thirty different countries.

American Field Service, 313 East 43rd Street, New York, New York 10017.

American Youth Hostels, Delaplane, Virginia 22025.

Youth for Understanding, 2015 Washtenaw Avenue, Ann Arbor, Michigan 48107.

People to People High School Student Ambassador Program, 628 Old National Building, Spokane, Washington 99201.

Full-Year Overseas Study Programs

Some schools which administer full-year overseas study programs for high school, undergraduate, and graduate students include:

Kalamazoo College, Kalamazoo, Michigan 49001, sends over 90 percent of its 1,100 students abroad during their sophomore and junior years. The program has made Kalamazoo a world campus populated by globe-trotting students who go as far as Kenya and Japan.

Middlebury College, Middlebury, Vermont 05753, administers graduate programs in French, German, Italian, Russian, and Spanish at overseas universities. These programs lead to the Master of Arts and the Doctor of Modern Languages degrees.

The Phillips Academies, School Year Abroad Program, Samuel Phillips Hall, Andover, Massachusetts 01810, has junior and senior year programs open to students who have completed 10th grade and who have the equivalent of two years of French, Spanish, or German. Students live with native families in Germany, Spain, and France and travel during vacation periods. A well-balanced curriculum, including intensive study of the language and culture of the country in which the program is located, permits the student to return to his regular school fully prepared for the senior year.

The School for International Training, Brattleboro, Vermont 05301, offers a semester-long New Dimensions Program in Germany. Address inquiries to the Director, Academic Studies Abroad, School for International Training at the above address.

Tufts University, Medford, Massachusetts 02155, administers a Master of Arts Program in German at Eberhard-Karls Universität in Germany, as well as a *Tufts in Italy* program for undergraduates and graduate students.

Additional information may be obtained from these publications:

Group Study Abroad (a partial list of United States colleges and universities that sponsor study programs)

Handbook on International Study: For U.S. Nationals

Some Opportunities for Foreign Language Study in Europe

Summer Study Abroad

Undergraduate Study Abroad

Secure latest editions of the above publications from the *Institute of International Education*, Counseling Division (see Appendix A for address).

Students Abroad: High School Student Program

Students Abroad: Semester and Academic-Year Programs

Secure latest editions of the above from the *Council on International Educational Exchange* (see Appendix A for address).

Study Abroad

Vacation Study Abroad

Secure latest trilingual editions of the above from UNESCO (see Appendix A for address).

Travel study opportunities for teachers are described in "World Study and Travel for Teachers" ($1.50), published by the American Federation of Teachers (address in Appendix A).

The International Schools Services (see Appendix A for address) has a list of various schools in foreign countries that offer complete curricula in English and enroll many students from the United States.

The *Institute of International Education*, the *Asia Foundation*, and the *Ford Foundation* (see Appendix A for addresses) are three large and important organizations that assist students who wish to study at overseas institutions. The *Ford Foundation* finances fellowships for foreign and American students. The *Asia Foundation* helps in the establishment of teacher-training institutions and in the exchange of teachers and students.

Private Language Schools

There are also a great many private commercial language schools throughout the country. They offer instruction in many different languages—chiefly in French, Spanish, German, Italian, and Russian. All the large cities offer a wide choice of language schools; and there is hardly a smaller city that does not have at least one or two. Their programs of instruction vary with the type of community and its population. Most of them stress individual instruction by native teachers, supplemented by the use of films, records, and manuals. The names and addresses of these schools can be found in any classified telephone directory under *languages* or *language instruction;* or information about a school in your community may be obtained from your local public library. Many of these schools offer home-study courses.

Among the better-known private language schools are:

1. *Alliance Française,* 22 East 60th Street, New York, New York 10022, has 1,200 branches in 86 countries and offers both seven- and fourteen-week courses in French.

2. *American Express Language Centers,* 61 West 51st Street, New York, New York 10019, has ten-week sessions (two-and-one-half hours per week) in French, Spanish, German, Russian, and Italian.
3. *Berlitz Schools of Languages.* This ninety-year-old organization offers home-study courses in several languages, as well as "total immersion" or intensive courses in languages. The addresses of local schools can be obtained from the New York Berlitz School of Languages, 40 West 51st Street, New York, New York 10020. There are more than sixty schools in the U.S., Canada, Mexico, and Puerto Rico. A twenty-evening session costs $145.
4. *Language Laboratories, Inc.,* 4823 Fairmont Avenue, Bethesda, Maryland 20014. This organization offers a self-instructional, audio-visual language course that is designed to teach a person to think and respond in a foreign language without consciously translating, to carry on simple conversations, and to be able to undertake advanced study. About 100 hours are required to learn a language satisfactorily.
5. *Linguaphone Institute, Inc.,* Dept. TMP 41, 100 Park Avenue, New York, New York 10017. A subsidiary of the Famous Artists Schools, this institute offers courses in about thirty-five languages, including American and British English. The fifty-lesson courses include books featuring language texts, vocabulary, grammar, and tapes and records.
6. *Lycée Français,* 3 East 94th Street, New York, New York 10028, offers bilingual programs in French and English.
7. *Sullivan Language Schools,* 349 Northfield Road, Livingston, New Jersey 07039.

Ethnic Schools and Organizations

There are over 1,200 ethnic group schools in the United States that offer instruction in foreign languages. Many of these are administered through ethnic and cultural organizations. These organizations are most helpful in conserving our country's language resources.

The ethnic school performs an important function in the language education of the child in communities where there is no Foreign Languages in the Elementary School (FLES) Program, and, in addition, it provides a valuable aural-oral and cultural supplement for the youngster who is studying the language in the public, private, or parochial school.

The following ethnic organizations (arranged alphabetically by language) promulgate their language and culture by means of language instruction; social, educational, and cultural events; and publication of materials in the foreign language.

1. Czechoslovak Society of America (CSA), 2138 South 61st Court, Cicero, Illinois 60650
2. Netherland-America Foundation (NAF) (Dutch), 1 Rockefeller Plaza, New York, New York 10020
3. Finlandia Foundation, 1433 Vicente Boulevard, Santa Monica, California 90401
4. French Institute in the United States, 22 East 60th Street, New York, New York 10022
5. National Carl Schurz Association (NCSA) (German), 339 Walnut Street, Philadelphia, Pennsylvania 19106

   Goethe House (German), 1014 Fifth Avenue, New York, New York 10028

   The Literary Society Foundation, Inc. (German), P.O. Box 155, Gracie Station, New York 10028
6. Kossuth Foundation (KF) (Hungarian), 441 Lexington Avenue, New York, New York 10017
7. Council of Gaelic Societies (Irish), P.O. Box 3366, Grand Central Station, New York, New York 10017
8. Italian Cultural Institute, 686 Park Avenue, New York, New York 10021
9. Nippon Club (NC) (Japanese), 145 West 57th Street, New York, New York 10019

10. Norwegian Club, 117 Columbia Heights, Brooklyn, New York 11201
11. American Council of Polish Cultural Clubs (ACPCC), 201 Talbot Avenue, Braddock, Pennsylvania 15104
12. American Portuguese Society, 88 Morningside Drive, New York, New York 10027
13. Society for the Advancement of Scandinavian Study (SASS), 133 Watson Library, University of Kansas, Lawrence, Kansas 66044
14. Federación Estudiantil Hispanoamericana (Spanish), 2600 Park Avenue, Minneapolis, Minnesota 55407
15. St. David's Society of the State of New York (Welsh), 71 West 23rd St., New York, New York 10016

Correspondence and Extension Courses

Correspondence courses are offered by many universities and colleges. Some language courses include tapes and/or records so that aural-oral skills may also be developed. These courses carry undergraduate credit.

Although there are some states in which these courses cannot be used to qualify for a teaching certificate in a foreign language, the prospective teacher—once he has learned the language—may request a credit-by-examination arrangement from his college or university. If he passes this test, college credit for language study is granted. In order to obtain this credit, however, the prospective teacher must often be matriculated at the college or university.

The general education divisions of colleges and universities and the public high schools (in the adult school divisions) offer foreign language courses. After successfully completing any of the above non-credit courses, the individual who can qualify for college admission and who can pass a test may subsequently obtain credit for these courses.

AIDS FOR INDEPENDENT STUDY OF LANGUAGES

Basic Personal Library for the Language Student

1. Graded recordings (as many as possible)
2. Word list or minimum vocabulary
3. An introduction to the writing system (or a detailed orthography)
4. Pronunciation guide (if not contained in the dictionary)
5. A student's bilingual dictionary
6. Concise history of literature
7. Etymological dictionary
8. Dictionary of synonyms
9. Anthology of graded readings
10. Dictionary of idioms
11. Basic reference grammar
12. History of the language(s)
13. History of the country or area
14. Book of songs
15. Pictorial dictionary (such as Duden's *Bildwörterbuch* for German)
16. Dictionary of style
17. Historical atlas
18. Linguistic atlas
19. Dictionary of the colloquial language
20. Dictionary of linguistic terminology (by Eric Hamp or Mario Pei; or *What's What*, a list of basic terms compiled by Donald D. Walsh, Modern Language Association)
21. General phonetic treatment of the language being studied

22. Contrastive structures of English and the foreign language
23. *Introduction to Descriptive Linguistics* (Gleason)
24. Semantics (Hayakawa or Ullman)
25. *Linguistic Reading Lists for Teachers of Modern Languages* (Edited by Charles A. Ferguson and William A. Stewart, Washington, D.C.: Center for Applied Linguistics, 1963.)

Mechanical Aids for Independent Study

Many of the texts used today have accompanying records and/or tapes that are available from the publisher. Recommended basic self-study texts are:

1. *Living Language* (records, text, and dictionary), available in French, Italian, German, Hebrew, Russian, and Spanish, among others. Crown Publishers, Inc., New York.
2. *Teach Yourself Series*, available in more than forty-eight language editions. The English Universities Press, Ltd., London, England.
3. *Behavioral Research Laboratories*, Box 577, Palo Alto, Calif. Programs for individual study in German, French, and Spanish.

The Olympia and Hermes companies manufacture typewriters with various language keyboards. The International Business Machines' "Selectric" model offers removable type balls in many languages and scripts.

It is often desirable for the foreign language student to design an individual keyboard. This is somewhat more expensive and difficult to do, but it enables the student to have a keyboard that fits multiple needs. For example, one may need a keyboard suited to the German language (containing the umlauted vowels), as well as one suited to the French language (containing the "accents").

The All Languages Typewriter Co., Inc., 119 West 23rd Street, New York, New York 10011, stocks typewriters of many languages. Keyboards are available for Russian, Spanish, and French. Polyglot keyboards, which combine several languages, are also available.

Another remarkable aid—being developed by Haskins Laboratories—is the machine that scans printed matter and converts it to speech. There is, of course, considerable difficulty in producing orally such features as stress, rhythm, and pitch (unless they are especially indicated in the printed material). When perfected, this will be a marvelous aid to students, particularly to blind students.

Attaining Competence Through Independent Study

The astute student ~~can~~ find many ways to achieve language competence through independent study.

The following suggestions are elaborations of certain basic aspects of language learning that have been formulated by the Modern Language Association of America.

1. Try to avoid the temptation of using English phonology in a foreign language—that is, try not to pronounce letters in the foreign language as they are pronounced in English.
2. Imitate words and sounds exactly as you hear them spoken to fix in your mind the stress and pitch level of each. Written material does not show rhythm, pitch, or stress. These are suprasegmental features that must be demonstrated (or indicated in the transcription).
3. Learn to make use of analogy in inferring the pronunciation and meaning of related words. When doing homework, practice aloud, using tapes and records if possible. Play back your recorded material and listen critically. Relate the pronunciation to meaning wherever possible.
4. Infer meanings from context if they seem logical. Use your language experience and imagination.
5. Stretch your memory.

6. Develop efficiency in learning vocabulary. Read the material through once without looking up a word. Reread the material and put a dot in front of each unfamiliar or difficult word. Then go over the dotted words (after you have noted their meanings) to master them.

7. Different languages differ in the way they arrange words to express different reactions to reality.

8. A language is more than just a string of words. People also communicate by means of structure, stress, pitch, and pauses. For example, in the statement *He studies French*, the speaker can indicate a question or even a lack of belief in the statement by a rise in pitch on the word *French*. Affirmation can be expressed by the structural addition of *does*. *He 'does' study French*—with stress on *does*. A pause, or open juncture, serves to differentiate the meaning of *night rate* from *nitrate*. People also communicate by gestures, and the study of such communication is known as *semiotics*.

9. Changes in language depend on time, place, and social and stylistic level. These changes are not corruptions any more than a dialect is a corruption. They are also the normal features of all languages. Communication is also effected by paralanguage, which often consists of snorting or humming to indicate disgust or even delight. The Hottentot language of Africa makes generous use of clicks and grunts.

10. Speech and writing are different though related language systems. Writing systems (unless specially marked) do not show rhythm, pitch, or stress patterns. Most writing systems are arbitrary; that is, there is no logical reason why any letter or combination of letters should be chosen to represent a given sound. The extent to which an alphabetic or syllabic writing system agrees with the phonological system of the language for which it is used is called the *fit of the writing system*. If in an alphabetic system

there is a one-to-one correspondence between phonemes and written letters, so that each letter always represents the same phoneme and each phoneme is always written with the same letter, the fit is perfect. Excellent fit is found with languages for which new alphabetic systems have recently been devised, such as Turkish, which was changed from the Arabic alphabet to the Roman. With some exceptions (such as vowel lengths in words that are not of Turkish origin), the fit is good. Dutch has repeatedly and systematically revised its spelling system to produce better fit.

11. Language has nothing to do with race. Primitive peoples do not speak "primitive" languages. The languages of simple cultures—of so-called primitive peoples—are more often than not more complicated than the languages of highly complex cultures. Many "primitive" languages that have no written orthographies possess highly complicated phonologies or morphologies.
12. English sounds just as strange to a foreign ear as the foreign language sounds to the speaker of English. This is particularly true of the speed at which a language is spoken. Students of a foreign language have difficulty understanding it even when it is spoken at normal colloquial tempo. The slurred speech of American English is just as difficult for a French student to understand as the *liaison* of French is for an American student.
13. Different languages have different taboos regarding certain words and expressions. Euphemisms are also common in most languages, even in the ancient languages. Americans, for example, say that "someone has passed away" or "passed on," instead of "someone has died."
14. Words for the same thing in two languages are not equal to each other, unless basic meanings and connotations correspond. This does not happen too often.

15. Lexical meaning, expressed in the selection of words (tall man, short man) must be distinguished from grammatical meaning, which is expressed by inflection (change in the word form, as in *speak, spoke*), or by syntactic arrangement, as in *house dog* versus *dog house*.
16. No language is inherently difficult. If it were, the people who speak it would soon simplify it. In fact, languages tend to simplify themselves rather than to complicate themselves.

The Adult Language Learner and Independent Study

It has been maintained—and with some justification—that young children can learn a language with greater ease than adults. A four-year-old child has an active vocabulary in his native language of about 920 words, and he utters about 12,000 words a day. The same child at age six and a half has increased his active vocabulary to 2,000 words, and he has in his passive vocabulary about 6,000 additional words.

An adult, however, possesses certain important advantages over the child. He is more experienced in language phenomena and more sophisticated in the analysis of language structures and processes. And he certainly is better motivated to learn a language, especially in regard to vocational or personal considerations.

It is wise, therefore, for the adult to bear the following in mind:

1. Avoid false stereotypes and predetermined ideas about a language.
2. Avoid being discouraged and disillusioned. Realize that mastering a language takes time and that perfection is not easily attained.
3. Once a certain degree of skill in a foreign language is acquired, it will remain as latent knowledge. Even if the foreign language is not practiced for some time,

the potential to relearn the language remains with the individual. Languages learned in youth can be relearned if the effort is made.

RESOURCES FOR LANGUAGE LEARNING

Resources in the Home and the Community

We have over 82,000 foreign exchange students and teachers in our schools and colleges who, by means of lectures and presentations, serve as valuable resources for language learning.

Many municipal libraries have special collections for language learners. Most libraries are equipped to lend practice records, grammar and "teach yourself" books for individual languages. The facilities of the municipal libraries should not be overlooked.

In addition to the tape recorder and the phonograph, the learner should listen to teaching programs on television. Short-wave radio broadcasts emanating from various foreign countries are excellent for language-learning purposes. The consulate of each country can furnish a broadcasting schedule for these programs.

Foreign language films are often shown in "art" and other kinds of theaters in many communities. Church services in foreign languages and the foreign festivals of various organizations are also instructive.

Pen-Pal and tape clubs can help the learner to utilize his language-learning ability. The Voicespondence Club (Paul E. Reeser, Jr., P.O. Box 207, Shillington, Pa. 19607), facilitates the exchange of taped materials among its members. Those interested in starting correspondence with young people in other countries should write to:

1. Bureau de Correspondence Scolaire, College of Wooster, Wooster, Ohio 44691

2. International Students Society, Hillsboro, Oregon 97123
3. Letters Abroad, 209 East 56th Street, New York, New York 10022
4. World Pen Pals, World Affairs Center, University of Minnesota, Minneapolis, Minnesota 55455

The People-to-People program offers a "classroom partners" experience in which American teachers and their classes can share ideas and information. Upon payment of a small membership fee, People-to-People will send the class a packet of materials about their "partner" country—maps, small foreign language dictionaries, and other items to help the youngsters carry on intelligent correspondence. Further information about program procedures can be obtained by writing to People-to-People, 628 Old National Building, Spokane, Washington 99201.

Our own high schools and colleges have foreign language clubs that are organized to help the student improve his language skills and cultural understanding.

Amity Institute, Box 118, Del Mar, California 92014, administers an exchange-visitor program under which people from France, Mexico, Germany, Switzerland, and Central and South America volunteer to serve three hours daily as foreign language teacher aides. The host school pays the Institute $185 per six-week session—as well as $8.00 per week spending money—and arranges room and board. Correlated programs include an in-service course in Spanish and an exchange teacher program in Spanish, French, and German.

Information Resources

The Educational Resources Information Center, which is a nationwide information system for acquiring, abstracting, and disseminating educational research, can help researchers, teachers, information specialists, professional organizations, school administrators, and students of languages and linguistics by providing information on significant current documents.

The Center for Applied Linguistics houses the ERIC Clearinghouse on Languages and Linguistics, which processes documents into the ERIC system dealing with the teaching of the commonly taught languages —French, German, Italian, Russian, and Spanish — and the classical languages—Latin and Ancient Greek.

Current research and documents on the teaching of foreign languages have been published in the October and March issues of *Foreign Language Annals* (see Appendix C).

Research in Education (RIE) is a monthly catalog that presents bibliographical information, abstracts, and prices of documents processed by all the ERIC Clearinghouses.

Most documents that ERIC announces in RIE are permanently archived in the EDRS, from which copies may be purchased in microfiche or in printed out "hard copy." Microfiche is inexpensive and easily stored, but its use requires a microfiche reader (machine). Hard copy is a paper photocopy of the original document (with a paper cover).

In ordering a document from ERIC, it is necessary to specify whether microfiche or hard copy is desired, the number of copies needed, the document number, the price, and the date. Information on the procedure for ordering can be obtained from the ERIC Document Reproduction Service (EDRS) (address listed in Appendix A). The *ERIC Documents on the Teaching of Foreign Languages: Lists 1-13*, can be secured from EDRS at the address in Appendix A.

For further information, write ERIC, The Center for Applied Linguistics (at the address given in Appendix A of this book), or the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402, for the publication entitled *How to Use ERIC* (Catalog No.FS 5.212:12037).

FOREIGN LANGUAGE PROFICIENCY

John Carroll, the noted language psychologist, has concluded from his research that facility in learning to speak and understand a foreign language is a specialized talent (or a group of talents) which seems to consist of at least four identifiable abilities:

1. *Phonetic coding*: The ability to code auditory phonetic material so that this material can be recognized, identified, and remembered over a period of more than a few seconds.
2. *Grammatical sensitivity*: The ability to recognize the grammatical functions of words in sentence contexts.
3. *Rote memorization*: The ability to learn a large number of associations in a relatively short time.
4. *Inductive language learning ability*: The ability to infer linguistic forms, rules, and patterns from new content, with a minimum of supervision and guidance.

It appears that foreign language aptitude is not specific to any particular language or groups of languages. The same battery of tests can predict success in languages as diverse as German and Chinese, with approximately the same degree of validity.

Meaning of Proficiency in a Foreign Language

The Modern Language Association has defined minimal proficiency in a foreign language as follows: (1) the ability to get the sense of what an educated native says when he is speaking simply on a general subject, (2) the ability to use common expressions needed to get around and to speak with a pronunciation readily understood by a native, (3) the ability to grasp directly the meaning of simple, nontechnical writing, and (4) the ability to write a short, simple letter in the foreign language.

Time Needed for Language Mastery

The degree of success in language learning depends, among other factors, on the aptitude, intelligence, perseverance of the learner; on the quality of instruction; and on the time allowed for learning. The average amount of time in a two-year high school program that is devoted to foreign languages has been estimated at about 200 to 250 class hours.

For the functional mastery of French, German, and Italian, the Foreign Service of the Department of State has set the average time at about 600 hours. Russian needs 1,110 hours plus home-study of 15 to 24 hours weekly. Arabic requires an average of 1,250 hours of study.

Careful studies have revealed that for an individual to become skilled in the sound system or phonology of a language, the most advantageous time to begin is before adolescence. After adolescence, in the opinion of Dr. Wilder Penfield, the noted Canadian neuro-surgeon, the specialized areas of the brain used in speaking are not as receptive to language learning.

Dr. Arnold Gesell and Dr. Frances L. Ilg, authorities on child psychology and development, have stated that youngsters are emotionally amenable to learning foreign languages.

Another aspect of this early teaching and learning approach is that children are psychologically better suited to the study of foreign languages because they are less inhibited, show higher motivation and less prejudice, and do not continually relate the foreign tongue back to the mother tongue on a word-for-word basis. It can be deduced, therefore, that the optimum time to begin the study of a foreign language is before the age of ten.

In tests on immigrants entering the United States, it has been found that those arriving after the age of ten tend to keep their foreign accent, while those arriving at an earlier age attained a much better oral command of English.

Testing Proficiency in a Foreign Language

The *proficiency or credit-by-examination test* is used to evaluate the degree of ability in a language with a view to granting credit to a matriculated student.

The entrance test evaluates the student's foreign language achievement (as well as his mastery of other subjects) with a view toward granting the student admission to a particular college or university. Colleges use *placement tests* to evaluate the degree to which a student has mastered a subject in order to place him in the proper course. The placement and entrance tests are usually administered at the time a student requests admission to a college. The proficiency test, however, may be administered at any time of the year, on the consent of the language faculty. Universities often make proficiency tests available to individuals who are bilingual or who have had extensive foreign residence or previous non-credit study in a language.

Many colleges make available such "credit-by-examination" courses under the CLEP (College Level Examination Program).

Tests in Foreign Languages

The *Graduate School Foreign Language Tests*, the *College Entrance Examination Board Achievement Tests*, and the *College Entrance Examination Board Advanced Placement Examinations* are administered at various institutions each year. Further information may be obtained from the sources given (for information regarding those tests preceded by an asterisk, write the Educational Testing Service [address in Appendix A]).

**College Entrance Examination Board Achievement Tests* are designed for second, third, and fourth year high school students in French, German, Hebrew, Italian, Latin, Russian, and Spanish and measure reading skills in these languages. Retired forms of the tests (in French, German, Italian, and Spanish) may be available to institutions that wish to test for placement purposes.

**College Entrance Examination Board Advanced Placement Examinations* are based on college-level courses completed by high school students attending those high schools that participate in the Advanced Placement Program. Tests in French, German, and Spanish, which measure understanding, reading, writing, and literary competence, are available. A speaking test is available for French. (The credit granted and placement made depend on the policies of the individual college or university.) For information on this write to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

**College Entrance Examination Board Supplementary Achievement Tests* are available from the Educational Testing Service, Princeton, New Jersey 08540. They measure listening comprehension in French, German, Italian, Russian, and Spanish. A free response written test is available in classical Greek.

Common Concepts Foreign Language Test is available from the California Test Bureau, Del Monte Research Park, Monterey, California 93940. This test evaluates listening comprehension after completion of one year of language work in French, German, and Spanish. Forms for English as a Second Language are in preparation.

**Test of English as a Foreign Language* is available from Educational Testing Service, Princeton, New Jersey 08540. It is designed to determine the English proficiency of those whose native language is not English and where English is used as a medium of instruction.

**The Graduate School Foreign Language Testing Program* provides a measure of the student's ability to read and understand the professional literature of the major disciplines written in German, French, Russian, and Spanish.

The Modern Language Aptitude Tests by John Carroll and

Stanley Sapon are available from the Psychological Corporation, 757 Third Avenue, New York, New York 10017. They are designed to predict how rapidly and successfully students are likely to learn a foreign language in typical language courses. They may be used for admission or placement in language courses. The five tests are: Number Learning (aural); Phonetic Script (audio-visual); Spelling Clues; Words in Sentences; and Paired Associates. Percentile norms are available for high school, college freshmen, and adult groups.

**The Modern Language Association of America Cooperative Foreign Language Tests* are available from Educational Testing Service, Princeton, New Jersey 08540. They are used to test secondary school students who have completed one through four years, and college students who have completed three to four semesters, in a language. Tests on listening comprehension, speaking ability, reading comprehension, and writing ability are included. They are available in French, German, Italian, Russian, and Spanish. Scaled scores or percentile markings which permit the teacher to compare the work of his students with the national average for students at the same level of study are provided.

**The Modern Language Association Proficiency Tests for Teachers and Advanced Students* are available from the Educational Testing Service, Princeton, New Jersey 08540. They are designed to test seven proficiencies: listening comprehension, speaking, reading, writing, applied linguistics, civilization and culture, and professional preparation. These are administered to prospective teachers at various agencies. The tests were developed by the Modern Language Association and are available for French, German, Italian, Russian, and Spanish.

Pimsleur Language Aptitude Battery is available from Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017. This Battery has six parts consisting of the student's grades in major subjects, interest in language study, verbal ability (Parts 3 and 4), and auditory ability (Parts 5 and 6). It relates the aptitude scores to final language grades. It is designed for grades six through twelve and can be used as a diagnostic and predictive device.

Pimsleur Modern Language Proficiency Tests are available from Harcourt, Brace, Jovanovich, Inc., 757 Third Avenue, New York, New York 10017. These tests measure listening comprehension, speaking proficiency, reading comprehension, and writing proficiency in French, German, and Spanish. Tests are available for the first and second levels.

For further information on tests, see *Directions in Foreign Language Testing*, by Rebecca M. Valette, and *A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish* under "Suggested Reading" in the Appendix of this book.

SCHOLARSHIPS, FELLOWSHIPS, AND LOANS

The high school senior should be aware that grants are available from a variety of sources for the student who wants to pursue a college education but needs financial assistance. The potential college student should obtain information from (1) his prospective college; (2) his parents; (3) his high school guidance counselor; (4) community organizations to which his parents belong; and (5) such books as:

1. *An Analysis of Current Government Financial Assistance Programs for Students, Teachers, Researchers, and Scholars in the Fields of English and Foreign Languages*, available from the Modern Language Association of America (see Appendix A for address).

2. Angel, Juvenal L. *How and Where to Get Scholarships and Loans 1968*. 2nd Edition. New York: Regents Publishing Co., Inc. (see Appendix E for address).

3. *Awards for Modern Foreign Language and Area Study: 1971-1972*. Washington, D.C.: IIS 1971 ED 046 304 RIE (May 1971) 62 (see Educational Resources Information Center [ERIC] in the Index for an explanation of RIE publications).

4. *Grants for Graduate Study Abroad*. Published by the Institute for International Education (see Appendix A for address).

5. *Lovejoy's Scholarship Guide and Lovejoy-Jones College Scholarship Guide*. New York: Simon and Schuster, Inc. (see Appendix E for address). Secure the latest edition.

6. *Student Assistance Handbook*. U.S. Government Printing Office, Washington, D.C. 20402 (Publication No. 48-105).

If a student can qualify for such high school honors as the National Merit Scholarships, among others, and for such college honors as Phi Beta Kappa, or the various honorary associations existing in different languages, these will serve as fine recommendations if he wishes to apply for a scholarship or fellowship.

The fellowship differs from the scholarship in that it is awarded for graduate rather than undergraduate study. The recipient of a fellowship is expected to make a contribution to a given field through significant research.

American Council of Learned Societies awards fellowships in philology, languages, literature, and linguistics. With the exception of Study Fellowships and Study of East European Languages, the Council's programs of fellowships and grants are designed to advance research. Competitions are not restricted to members of academic faculties; however, in all of the programs except the Study of East European Languages, applicants must have the doctorate or its equivalent as of the deadline that has been set. In all studies except American Studies, applicants must be citizens or permanent residents of the United States or Canada. General inquiries and requests for application forms should be addressed to: Office of Fellowships and Grants, ACLS, 345 East 46th Street, New York, New York 10017.

American Association of University Women. Fellowships are available to American women who hold the doctorate or who will have fulfilled all requirements for the doctorate, except the dissertation, by July 1 preceding the fellowship year. Information and applications may be obtained from Director, Fellowship Program, A.A.U.W., 2401 Virginia Avenue N.W., Washington, D.C. 20037.

Bank Education Loans offer extended payment privileges running up to six and eight years at low annual interest rates. Detailed information in regard to bank loans, grants, and aids can be obtained from the appropriate office at the student's college or university.

Cuban Refugee Loan Program. Loans are available to needy graduate students carrying a minimum of six credits per term. Applicants must be fully matriculated Cuban nationals who are in this country on a Refugee Visa. (Holders of Immigrant or Permanent Resident Visas are eligible under other federal programs.)

Danforth Graduate Fellowships. The Danforth Foundation annually awards fellowships to graduate students of high intellectual promise and good character—demonstrating evidence of religious or ethical concern—who are highly motivated to become effective college teachers. Candidates must be under thirty years of age and must have no previous graduate study prior to application. Nominations are made by designated liaison officers (usually the dean) at the student's undergraduate college. Write to: Danforth Foundation, 222 South Central Avenue, St. Louis, Mo. 63103.

Danforth Graduate Fellowships for Women. This program is designed to assist American women whose graduate studies have been postponed or interrupted by such factors as the raising of a family, personal illness, or the need to hold a paying job, and who are now in a position to undertake the graduate work essential for becoming full-time teachers at the college or secondary school level. Address inquiries to: Director, Graduate Fellowships for Women, the Danforth Foundation, 222 South Central Avenue, St. Louis, Mo. 63103.

Experienced Teacher Fellowships are available for full-time graduate study—leading to advanced degrees other than the doctorate—to teachers experienced in elementary or secondary education. The fellowships are awarded for a minimum of one year or a maximum of two years, and the recipient receives $4,000 per academic year plus $600 per year for each dependent. Additional stipends are available for summer study. Write to the Division of Educational Personnel Training, Bureau of Elementary and Secondary Education, The United States Office of Education, 400

Maryland Avenue S.W., Washington, D.C. 20202.

Federally Guaranteed Student Loan Program. Under Title IV of the Higher Education Act of 1965, an undergraduate student may borrow $1,000 per year up to a total of $5,000. Under the present law, a student may qualify for a student loan even if the family income is over $15,000. The need is determined by subtracting the estimated cost of the education from the amount the family can "reasonably" contribute.

Foreign Area Fellowships. Applicants should be: graduate students in the social sciences or the humanities who have the M.A. Degree or equivalent at the time of application and who wish to combine training in their discipline with the foreign area and language training; persons in academic institutions who hold the doctoral degree in one of the social sciences or humanities and who wish to add area and language training; or persons employed in government, communications, or other professions who wish to undertake specialized area and language training. For information, write: Foreign Area Fellowship Program, 110 East 59th Street, New York, New York 10022.

Foreign Sponsors offer grants for graduate study or research abroad. Those interested should contact the Institute of International Education and/or the consulate of the country or countries in which they wish to study. The IIE also has publications that might prove helpful in this area.

Fulbright-Hays Full and Travel Grants provide round-trip international transportation, tuition, and maintenance for one academic year of graduate study at a university, institution of technology, or state academy of art or music. Approximately twenty travel grants are available to supplement both Institute of International Education-administered and non-IIE-administered maintenance awards that do not specifically provide funds for international transportation.

Specific eligibility requirements, information on stipends, language requirements, and limitations on fields of study, etc., are contained in the brochure "Grants for Graduate Study Abroad (latest edition)," which may be obtained from the Fulbright Program Adviser (for enrolled students) or from the Institute of International Education's New York Office (see address in Appendix A) for students not enrolled at the time of application. Fulbright Program Advisers establish campus deadlines for receipt of applications; "at-large" students must submit their applications to IIE headquarters in New York.

Language Americas Association of the U.S.A., Inc. This association provides Mini-Grants ($250) annually to assist students and teachers in secondary and elementary schools with their Latin-American studies and travel. They are presented to individuals or to institutions who subscribe to LAMA's journal, *Interamerican Scene*. Apply to: LAMA, 1250 National Press Building, Washington, D.C. 20004.

Hilda Maehling Fellowships for Classroom Teachers. The National Education Association of Classroom Teachers grants stipends to classroom teachers who present evidence of professional preparation, successful teaching experience, and outstanding service and leadership in the profession. The teacher must propose a project that gives promise of strengthening the profession or of improving education in the local school system. The amount of the stipend varies. Deadline for filing is November 15 of each year. Information on procedures, applications, résumés, and endorsement forms are available from the National Education Association of Classroom Teachers, 1201 Sixteenth Street N.W., Washington, D.C. 20036.

Mutual Education and Cultural Act. This act seeks to promote instruction in international studies by financially supporting teacher exchange programs, doctoral dissertation research, and group projects completed abroad. Elementary, secondary, and college instructors are invited to apply to the Institute of International Education (see Appendix A for address). Colleges and other organizations may apply to the Office of Education, Institute of International Studies, Division of International Exchange and Training, Washington, D.C. 20202.

National Defense Education Act, Title IV. There were no new fellowships under this title for 1973-74.

National Defense Education Act Student Loans are granted on the basis of need and are limited to $1,000 for undergraduate study and $2,500 for graduate study during a given year, with a maximum total of $5,000 for undergraduates and $10,000 for undergraduate and graduate work combined. The loan is expected to be paid back within ten years from graduation, or upon receipt of the graduate degree. To apply for these loans the applicant must be a citizen of the United States or a permanent resident who has applied for citizenship. Contact: The Division of Student Financial Aid, Bureau of Higher Education, United States Office of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

National Endowment for the Humanities Grants

This organization offers grants under two categories:

1. *Research Grants*: Not to exceed $15,000; for projects in the humanities and in those aspects of the social sciences that have humanistic content and employ humanistic methods. Write to: Director of Research Grants, National Endowment for the Humanities, Washington, D.C. 20506.

2. *Youthgrants in the Humanities*: For those of high school and college age; to explore a specific problem, to design or conduct an educational program, or for activities aimed at disseminating humanistic knowledge and materials. Write to: Youthgrants in the Humanities at the address in the previous paragraph.

U.S. Government Grants to Teach or Attend Summer Seminars are available to American elementary and secondary school teachers and to college instructors and assistant professors who wish to teach or attend a seminar abroad during the academic year. U.S. citizenship, a bachelor's degree, and three years of teaching experience for teaching grants (two years for seminar grants for teachers, five years for seminar grants for supervisors) are required. Information and application forms may be obtained from the U.S. Office of Education, Institute of International Studies, Division of International Exchange and Training, Teacher Exchange Section, Washington, D.C. 20202.

For information on grants offered by agencies in various countries, contact the consulate of the respective country; e.g., the Deutscher Akademischer Austauschdienst (DAAD) administers grants for study in Germany (53 Bonn-Bad Godesberg, Kennedyallee 50, Germany.)

THE TRAINING OF THE MULTILINGUAL

We are attempting to further train bilingual and multilingual immigrants and citizens so that they can participate in and enjoy our way of life. These individuals possess language skills that can be used in many positions. Often problems arising in this overall training of the multilingual stem from faulty communication and slow cultural absorption.

Dr. Joshua A. Fisher, an authority on bilingualism, has recommended establishing a commission on biculturalism (or bilingualism) in America, with national, regional, and local subdivisions to mobilize public opinion. He also recommends establishing ethnic neighborhood settlements; financial aid to ethnic groups, schools, camps, and other facilities; use of native speakers in language teaching; special materials for teaching bilingual children; granting credit for out-of-school language mastery that could be obtained in ethnic schools; and the establishment of a Department of Language Maintenance in the U.S. Office of Education.

A diversification of our language resources has been taking place because of recent revisions in the immigration law. Under these revisions we will, in the coming years, admit many more Italian, Greek, Polish, Portuguese, Taiwanese, Philippine, Indian, and Yugoslavian immigrants than previously.

Our Spanish resources have been increased by many Cuban refugees and by an increasing number of Puerto Ricans who take up residence on the mainland.

It is hoped that the new immigrants will keep their language skills and ethnic identities and at the same time absorb our customs, language, and way of life.

Although these immigrants will augment our language resources, many will need further English training.

The following universities have developed programs in the teaching of English as a foreign language and the study of English as a foreign language.

University Programs in English as a Foreign Language and the Teaching of English as a Foreign Language

College or University	*Nature of Program*
The American University, Washington, D.C. 20016	English as a Foreign Language
Brown University, Providence, Rhode Island 02912	English for Foreign Students
University of California, Berkeley, California 94720	English as a Second Language (Contrastive Analysis)
Colorado State University, Fort Collins, Colo. 80521	English for Foreign Students
University of Colorado, Boulder, Colo. 80302	Teaching of English as a Foreign Language
Georgetown University, Washington, D.C. 20007	English as a Foreign Language
University of Hawaii, Honolulu, Hawaii 96822	English for Foreign Students
Hunter College, New York, New York 10021	Bilingual Readiness during Earliest School Years
Indiana University, Bloomington, Indiana 47401	English for Foreign Students
University of Michigan, Ann Arbor, Michigan 48104	English as a Foreign Language
University of Minnesota, Minneapolis, Minnesota 55455	Teaching English to Non-English Speakers
New York University, New York, New York 10003 (The American Language Institute for International Students)	English as a Foreign Language
Ohio University, Athens, Ohio 45701	Teacher Training in English as a Foreign Language
University of Puerto Rico, Rio Piedras, Puerto Rico 00931	English for Speakers of Spanish as a First Language

Saint Michael's College, Winoski, Vermont 05404	Teacher Training in English as a Foreign Language and English for Foreign Students
Southern Illinois University, Carbondale, Ill. 62901	Teacher Training in English as a Foreign Language and English for Foreign Students
Teachers College, Columbia University, New York City 10027	English as a Foreign Language
University of Texas, Austin, Texas 78712	English as a Foreign Language
University of Wisconsin, Madison, Wisconsin 53706	Teacher Training in English as a Foreign Language

The Master's degree is offered at Brown University, Colorado State University, Columbia Teachers College, the University of Florida, the University of Hawaii, the University of Illinois, Indiana University, the University of Michigan, New York University, Ohio University, St. Michael's College, and Southern Illinois University. The Ph.D. is offered at Columbia Teachers College and the University of Michigan. The Ed.D. is offered at New York University.

Other Training and Testing

More than 950 institutions of higher learning have foreign students, but only 198 have special classes in English. Of the 950 reporting on a survey, 80 percent take only students with near-native competence.

The Test of English as a Foreign Language produced by the Educational Testing Service of Princeton, New Jersey, is widely used to measure the student's proficiency.

The Center for Applied Linguistics in Arlington, Virginia, has as one of its aims the furtherance of the study of English as a second language.

Other agencies that further the teaching of English as a foreign language are the English Language Institute of the University of Michigan and the Institute of Modern Languages, Inc. in Silver Spring, Maryland, which teaches English to foreign students who are preparing for study at

American colleges and universities.

An outstanding program is provided to emigrés by the American Council for Emigrés in the Professions, Inc. (see address in Appendix A). The Council's Voluntary English Tutoring Program gives many immigrants free, private English instruction on a weekly basis and thereby enables them to put their specialized education and experience to work in the U.S. Over 100 volunteer tutors instruct applicants for about four hours per week, in small groups of three to four students and at various locations in New York City. As the students learn English, they experience the American way of life on a person-to-person basis with the instructor.

The Bilingual Education Program (Title VII, Elementary and Secondary Education Act of 1965 as amended in 1967) is designed to meet special educational needs of children from three to eighteen years of age who have limited English-speaking ability and who come from environments in which the dominant language is not English. Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education. Under this program, training and research projects will be carried out with both languages used as mediums of instruction for part or all of the school curriculum.

In the education of bilinguals, current theory focuses on:

1. The use of both the mother tongue and English as media of instruction
2. Improved methods of teaching English as a second language
3. More relevant relationships between the school and the home
4. Increased opportunities for gainful employment

In the State University of New York at Albany—School of Education, Bilingual Education Program—English was used as the medium for concept development and for learning to read; Spanish was used as the medium for cultural studies.

Urban Public Service Organizations With Multilingual Needs

The *YMCA*, the *YWCA*, and the *Job Opportunity* organizations afford excellent opportunities to the foreign language teacher and worker, since many of those who are affected by these programs are bilingual or are new arrivals to the United States.

Project Apex (A Program for Excellence in Teaching), which trains young men from slum neighborhoods to become teachers of disadvantaged children, entails work with students of diverse ethnic backgrounds, and hence foreign language skills are needed. This project operates under the auspices of New York University.

Operation Headstart also requires the services of certified teachers and other professional workers in preschool programs for disadvantaged children. For those disadvantaged children who need greater English proficiency, the bilingual professional can be of great help.

Volunteers in Service to America (VISTA) have an opportunity to learn the language and cultures of many different ethnic groups by working in rural and urban community action programs, slum programs, and with Indian groups and migrant farm workers. This organization is part of ACTION—along with the Peace Corps and Active Executives (ACE)—and functions as a domestic Peace Corps. Volunteers do not always need a college education. They are paid a daily allowance, plus $75 monthly, payable on completion of service. Travel expenses are paid and volunteers receive health care, a vacation, and disability coverage.

For further information write ACTION, Washington, D.C. 20525.

RECOMMENDATIONS REGARDING OVERSEAS EMPLOYMENT

There are certain facts that the foreign language student seeking employment overseas should know. These are:

1. Arrangement for most employment in foreign countries originates in the United States and not in foreign countries.
2. Many countries restrict employment of foreign nationals. They do this to protect available jobs for their own citizens.
3. Business firms in the United States usually send abroad employees who possess some highly specialized skills not available among foreign nationals.
4. A foreign country may have currency laws that prevent a non-native employee from sending U.S. dollars out of the country. In such a situation, an individual would be unable to send his earnings to his home bank in the United States.
5. The United States Chamber of Commerce is organized to promote good will and foster trade between American and foreign business firms. It cannot serve as an employment agency or provide jobs for those who present themselves at its branch offices abroad.
6. Not all overseas jobs are glamorous. The outlook for occupational opportunities abroad is better than it has been for many decades. Nevertheless, it would be well to study the job situation in a country or area well in advance, so as to familiarize oneself with its

different aspects and with the requirements and duties of a particular job.

7. Desirable qualities for those who want to live and work abroad are: tolerance for and appreciation of the ideas and customs of other peoples, good social manners, flexibility, humility, and the desire and ability to represent the United States in an advantageous way.
8. The Common Market has not reduced the need for multilingual skills. People from all countries are traveling more extensively than ever before. They travel for business, for relaxation, for education, and for cultural enrichment.

Before accepting a position overseas and going abroad, the prospective worker should inform himself as to the terms of the contract he is to sign. If he accepts an overseas position without a contract—or without understanding clearly the terms of the contract he has signed—he may be very disappointed when he assumes his duties.

It is therefore very important that the employee understand clearly everything pertaining to remuneration, travel expenses, salary increases, income tax responsibilities, advancement possibilities, length of tour of duty, living conditions, educational facilities for himself and his family (where pertinent), and the length of annual leave. He should also understand the basis on which he will be allowed to terminate the contract, as well as the basis on which his employer will be allowed to do so.

The overseas employee should also inform himself as to the number and kinds of visas needed (a visa is an endorsement on the passport that states the length and purpose of the stay—along with other limitations or restrictions—and is issued by the consulate of the country to which the employee is going), the inoculations and vaccinations needed, health conditions in the foreign country (information is obtainable through the United States Public Health Service), his citizenship status (particularly if he has dual citizenship), and his military service obligations to the United States.

While in the foreign country, the overseas employee should promptly register with the United States Consulate, obtain any work permits or identity cards that may be necessary, register with the police and any other appropriate agencies, and take care to obey the laws of the country.

It must always be remembered that the principles of good citizenship apply in all countries, even though customs, mores, values, and personal philosophies differ from country to country and place to place.

The "Teacher," the "Travel-Worker," and the "Employment Opportunities in Trade and Business: Foreign and Domestic" sections of this book contain further information on overseas employment.

FEDERAL GOVERNMENT DEPARTMENTS AND AGENCIES: GENERAL SURVEY OF OCCUPATIONAL OPPORTUNITIES

In governmental agencies with overseas offices, there is presently a growing discrepancy or lag between the supply of and demand for personnel with foreign language proficiency. (See "Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas.")

General Survey of Occupational Opportunities

The following is a brief survey of positions available in U.S. Government departments and agencies. It is clear that these positions often require more than clerical or stenographic skills, since many are at the level of GS-7 and higher.

The GS (General Schedule) refers to the level of skills, educational background, and general qualifications required of a worker in a particular position. The levels range from GS-1 to GS-15, as shown in Appendix B.

A teacher with the Air Force Dependents School, for example, is employed at the GS-7 level and is required to be a college graduate. Many positions include language skills, research ability, analytical or statistical skill, journalistic and communications knowledge, and scientific and technical training, as well as understanding of foreign affairs and events.

Approximately 90 percent of the federal positions come under Civil Service. In order to apply, one must write for the announcement, take oral and written examinations (where they are required), and then wait to be called. Acceptance for employment depends upon the score made on the examination; applicants are selected for positions from a list based on these scores.

In the *Federal Bureau of Investigation* (under the Department of Justice), the only type of language position available is that of translator.

Language skills are used by workers in the *Agency for International Development*, the *National Security Agency*, and the *Department of Justice*.

The *Institute of Inter-American Affairs* uses personnel in Latin America in public health, sanitation engineering, hospital administration, agriculture, education (particularly in vocational and teacher-training areas), and business administration. There is no examination, but experience in a specialized field is required, along with a college education.

Opportunities exist in the *Central Intelligence Agency* and *Bureau of Internal Revenue*, as well as in the *Library of Congress*.

In the *Department of Agriculture*, there are some positions for work of a general nature. Some specialists are sent abroad under the attaché program.

In the *Department of Commerce*, translators who command German, French, and one other language are required. The *Bureau of International Commerce* (under the Department of Commerce) employs some forty persons who work in twelve European languages. The *Joint Publications Research Service* employs fifteen translators proficient in nineteen languages.

The *U.S. Patent Office* (also under the Department of Commerce) uses some translators who possess considerable skill in scientific, mathematical, and engineering fields, as well as those who also have the ability to evaluate patents and assign them to their different categories. Approximately thirty-one languages are used, including those that are phonologically and morphologically more complex.

More examiners are needed in Japanese.

The *Department of State* uses a considerable number of people with language skills. The language needs of the Peace Corps, the Agency for International Development, and the United States Information Agency are also extensive. Since these three agencies function autonomously (under the Department of State), their needs are discussed separately.

For further language needs of federal agencies and departments, see Wellemeyer and Leiter's *Foreign Language Needs of Federal Agencies*, listed in Appendix M.

It should be noted that because of the frequent rotation in personnel, it is not always possible to indicate the exact requirements of an agency or department at a particular time.

United States citizenship (whether naturalized or native-born) is a requirement for most federal positions. For positions in the Department of State that require excellent bilingual and interpreting ability, the United States citizenship requirement may sometimes be waived. In such cases, however, the applicant is generally required to apply for citizenship within one year after employment. This kind of position is known as "escort-interpreter." The Army Language School instructor does not have to be a U.S. citizen.

It is advisable to obtain the announcement concerning each position in which the applicant is interested. This announcement indicates citizenship requirements. In the *Division of Language Services* and the *Voice of America*, non-citizens are employed only when no qualified citizen candidates apply. More often than not, there are enough citizen candidates available.

Benefits for Federal Employees

Federal employees enjoy low-cost group life and hospitalization insurance benefits; transportation to and from foreign posts; paid holidays during the year; post exchange and club privileges; a post differential for hardship stations; low cost term life insurance; shipment of personal effects and household goods in many instances; seniority and reemployment rights; liberal sick leave privileges (thirteen days per year), as well as annual vacation leave of thirteen days each year for the first three years of employment and twenty days for the next twelve years; early retirement (at age fifty-five) with a guaranteed pension; equal opportunity for promotion, based on examinations that establish qualifications; protection by law from arbitrary removal for political or other reasons; movement between agencies and within agencies to jobs for which they qualify, without competitive examination; noncompetitive reentry into government service; and appeal rights in actions adverse to them.

Postmasters in municipalities can supply information on the locations of regional offices of the United States Civil Service Commission, or the reader can write the United States Civil Service Commission, Washington, D.C. 20415, for information regarding examination announcements relative to particular positions. The announcement of an examination also gives information about the type of position, the qualifications needed, and the time and place for the examination.

Agency for International Development

This agency, which was formerly the International Cooperation Administration, is a semi-autonomous agency in the Department of State. It gives technical assistance through the U.S. Operations Missions in countries and dependent territories in Latin America, Asia, and Africa. Employees are hired at three levels:

1. Advisers: expert knowledge and experience in the field.
2. Support Specialists: substantial formal education or work equivalent, and several years of professional experience.
3. Interns: good potential for growth; work in accounting, administrative management, business management, economics, or public administration.

There are no official language requirements among General Schedule employees. However, AID sponsors after-hours job-connected language training on a voluntary basis and has worked hard to overcome language barriers. French and Spanish are used in many countries and are the most practical. The "hard" languages take months of intensive study to achieve moderate proficiency. However, AID encourages a working knowledge of these languages for courtesy purposes.

Special Fields of AID

The special fields administered by AID are: agriculture, communications media, economics, education, housing, labor, public administration, public health, and transportation. Positions as accountant, auditor, budget analyst, business analyst, information officer, loan officer, personnel officer, and management analyst are filled from the *Federal Service Entrance Examination* list and the *Management Intern* registers of the Civil Service Commission.

The qualifications for *intern positions* are: a degree and three to four years experience in one of the above fields. Qualifications for the *specialists* and *advisers* include: specialized work experience, such as university professional duties, and lecturing in the field of education. The adviser often has a doctorate and is an expert in his field. *Educational specialists,* with substantial experience in teacher-training in elementary, secondary, and vocational-technical schools, are employed to work under technical assistance programs in the Middle and Far East, Africa, and Latin America. Graduate training and experience are required.

The tour of duty is two years, and the beginning maximum age limit for interns is thirty-five. The specialists and advisers have no age limit.

The agency employes about 5,700 people annually, and 55 percent of these people use languages. In all, nineteen languages are used. Of the languages used, 70 percent are Romance languages, with French, Spanish, and Portuguese most extensively used (in that order). The remainder are "hard" languages.

Sample projects have included printing and distributing fifteen million texts for Philippine schools, establishing a cooperative agricultural program in Costa Rica, and setting up a budget law in Thailand, which became a model for the establishment of other budget systems in Southeast Asia.

Many AID projects overseas have been administered by universities. Michigan State University has administered ten AID projects, including the development of an agricultural college in Argentina.

Apply to: Director, Technical Assistance Training Section, International Exchange and Training Branch, U.S. Office of Education, Washington, D.C. 20202.

Central Intelligence Agency

This agency employs personnel who hold undergraduate and graduate degrees in such subjects as international relations, political science, economics, history, geography, engineering, physics, chemistry, and foreign languages. There is occasional employment abroad, but most of the work entails research in Washington.

The *Federal Service Entrance Examination* is not a prerequisite for applying. Candidates are selected on the basis of competence in their field, interest in intelligence activity, and talent for the work, based on their own backgrounds and on current interests. Candidates are often recruited on college campuses.

Details of positions are difficult to obtain because of security regulations. Individuals with relatives who live in Communist-dominated countries may be disqualified since this would place the candidate in a difficult position when carrying out CIA duties.

Cash incentives are paid for language proficiency.

Of every 1,000 persons considered for CIA employment, 200 are selected for security investigations. About 22 of these 200 are eliminated, so 178 out of every 1,000 applicants are accepted for CIA positions.

The CIA covers a wide range of activities. It serves as a contact point with universities and also obtains intelligence from business firms with extensive foreign operations.

The languages in greatest demand are Russian, German, Spanish, and French.

Library of Congress

The Library of Congress uses the greatest number of languages in ordering publications and in exchanging, cataloging, and completing searches. More than 1,000 members use sixty-five languages, including Russian, French, German, and Spanish, as well as the "critical" languages (those in which we have a shortage of personnel and materials). There is little direct translation of material; instead, the languages are used to perform the above duties.

Romance and Germanic languages are preferred both for professional and sub-professional positions. The *Legislative Reference Service* performs research for the members and committees of Congress and uses language as a research tool. A roster of linguists, the *Index of Language Skills*, is maintained. Use of a language is needed in more than one-half of the positions in the Library of Congress.

Professional librarians must have a Library Science degree. These positions usually begin at the GS-7 level. The Library Science degree ordinarily requires five years of college study.

More information on this position is given in the section entitled *Occupations that Relate to Language Skills*, under "Librarian" and the "Science Information and Research Specialist."

National Security Agency

This agency functions within the federal service under the Department of Defense. It is organized to make independent appointments without civil service regulations. To be eligible, an applicant must be loyal to the United States, have good character, be in good health, and be free from involvement in criminal practices and from the coercion of outside forces that might affect his loyalty to the United States. The applicant (as well as all family members) must also be a native-born citizen and have a college education.

The agency is concerned primarily with communications security, including cryptanalysis (code study) and area studies. The main positions available include: translator of texts and research assistant. College training in economics, history, international relations, psychology, or sociology—in combination with a language major or minor—is desirable. The agency does not need workers in the Romance languages, but a specialty in Slavic, Middle Eastern, and Far Eastern languages may be useful.

After a two-year period of on-the-job training, the employee can advance to progressively more responsible assignments. At the end of six months' training, the rate of pay is at the GS-7 level.

The Peace Corps

The Peace Corps was established in 1961 as an independent agency of the Department of State in order to further international understanding. Since that time, it has trained over 50,000 volunteers for service in sixty-five countries. More than 8,500 volunteers are at work in fifty-six countries of the Near East, Africa, Asia, and Central and South America.

Occupations and General Information

Occupations include teacher, nurse, farmer, engineer, librarian, well driller, social worker, and chemist. Volunteers are paid $75 per month for each month served (paid at termination of a two-year tour of duty), as well as a *per diem* allowance. In certain cases, volunteers receive clothing and travel allowances. All volunteers are given disability coverage.

About 60 percent of the volunteers spend most of their time in classrooms, and all must serve in some type of teaching capacity. Some language skill is very desirable, and this is augmented by a twelve- to fourteen-week training period in the appropriate language. Those who served with the first Chile and Columbia groups returned with the ability to speak at a normal rate of speed, the ability to comprehend, a broad vocabulary, and good grammar control. They received an S-3 rating when tested by the Foreign Service Institute. (See Foreign Service Institute, Department of State, in the section on *Occupational Opportunities in Federal Government Departments*.)

Although the Peace Corps concerns itself with more than 100 minor languages, most of the languages used are Romance languages. The Peace Corps has a great need for teachers of English.

As volunteers return from foreign duty, a large reserve of language competency is being built up in many exotic languages and dialects.

Between 1961 and 1968, the Peace Corps sponsored instruction in 150 languages and produced instructional materials in 100 languages. The Center for Applied Linguistics in Arlington, Virginia, has undertaken a survey of instructional materials developed by the Peace Corps (1961-68) in order to produce an annotated bibliography.

Training

Volunteers receive twelve to fourteen weeks of training in the history, geography, economics, traditions, customs, and language of the country to which each will be sent.

Training in the following is given:

Study of the country where volunteer will work
Language of the country
Teaching techniques and skills needed
Study of communism
Aims of the Peace Corps
Role of the United States in the world
Health and medical training
Physical education and recreation

English Training Program of the Peace Corps

Volunteers teach English in the primary, secondary, and university level teacher-training programs throughout the world. Their task is to upgrade English language skills. Fifty-one percent work in African countries, 24 percent work in the Near East, and the rest work in Latin America and Southeast Asia.

The volunteers are trained at over thirty colleges and universities in the United States. Between 38 and 180 hours are devoted to TEFL (Teaching English as a Foreign Language) during an eight-to-twelve-week program. Programs include general linguistics, sound patterns and structure of English, contrastive analysis of English and the language of the host country, principles of second language learning, teaching and testing materials, and audio-visual aids.

The pay ranges from $75 a month in the Philippines to $168 a month in other countries. Each volunteer is granted thirty days' leave per year and is paid an extra $5 per day during the leave.

The Career Placement Section of the Peace Corps helps to place volunteers who have completed a tour of duty.

Advance Language Training Program for College Juniors

This intensive language training program of the Peace Corps is carried out at training centers located at various universities throughout the United States. Travel and living expenses are paid at $75 a month throughout the training period. This training is given during the summer following the junior year in college. It is preparatory to service in the Peace Corps in Asia, Africa, or Latin America.

Experienced English, Mathematics, and Science Teachers

For positions in Asia, Africa, and Latin America, these teachers are advised to apply to the Peace Corps, Room 211, 408 Atlantic Avenue, Boston, Massachusetts 02210.

Other applicants may apply to the Director, Peace Corps, Washington, D.C. 20525.

U.S. Information Agency

Approximately 2,000 members with skills in fifty languages serve as information and public and cultural affairs officers at 176 world posts. In addition to operating libraries and reading rooms in 101 countries, the agency also directs the Binational Centers in various cities of Europe, Asia, and the Near and Far East.

The U.S. Information Service (as it is known overseas) issues the following publications: *America Illustrated* (there is a Polish and a Russian edition), *Topic* (English and French), *Al Majal* (Arabic), *Dialogue* (English, French, German, Spanish, Portuguese, Rumanian, Greek, Turkish, and Korean), and thirty seven other magazines in twenty-nine languages. It has distributed more than three million copies of books in English and twenty foreign languages.

The USIA operates a film program in 130 countries with mobile units in the less developed areas.

With regard to television, more than 170 million people overseas see its programs. Kinescopes and videotapes are air-expressed to provide news to stations in fifty-seven countries. *Panorama Panamericano* is a fifteen-minute news and feature show that supports the *Alliance for Progress* in Latin America.

The Press Service of the USIA operates in five world areas. News is teletyped for distribution on a daily basis to local papers.

The USIA is often called upon to document overseas exhibitions and reports. This agency supports foreign policy abroad, builds overseas understanding of U.S. institutions and culture, and administers the Department of State cultural and educational program overseas.

A sample of the type of questions that might be asked on the *Federal Service Entrance Examination* for positions in the USIA would be:

1. Write a three-minute commentary on the attached speech in each foreign language you claim.

2. Write in English an original sixty-line script on the subject: "The Automobile in American Life."

The U.S. Information Agency also employs librarians, printers, experts on the customs and cultures of other nations, and social science analysts in its Research and Reference Service. A senior analyst holds a Ph.D. degree in one of the behavioral sciences, such as social psychology or communications, and is familiar with sampling and analytical statistics.

The Foreign Service Reserve Officer group makes the heaviest use of language. The goal of the agency is proficiency in two languages for each officer. French and Spanish are the languages particularly emphasized. The second language is usually one of the "hard" or less-known languages.

Under the auspices of the Junior Officer Training Program, approximately forty people qualify for employment each year based on the results of the same battery of tests used to examine Foreign Service Officers. This battery consists of an examination for English expression, general ability, and public affairs background. A 70 percent score is needed to qualify. For further information on this examination, see the *Foreign Service Institute Section* of this book.

Binational Centers

To qualify for a Binational Center grant, the *Federal Service Entrance Examination* is necessary. Press and information officers must also take this examination.

The Binational Centers exist as private, autonomous organizations under the direction of the USIA. Each center is governed by a democratically elected board of directors composed of Americans and nationals of the host country.

Positions in the Binational Centers are for: administrator or director, director of courses, director of activities, coordinator of university and student activities, English teacher, and librarian.

Teaching experience in foreign languages and English is required for the position of director of courses and English teacher. The beginning age limit ranges from twenty-three to fifty-five. The B.A., U.S. citizenship, and fluency in the language of the country are required. Two years is the contract term.

In 1967 more than 300,000 persons paid to learn English at Binational Centers. Funds for these Binational programs come from foreign governments and agencies, as well as from the United States Information Agency Binational Centers themselves. The program also includes activities and meetings for persons who have already studied in the United States.

It is most important for the worker in a Binational Center to have a positive understanding of the American way of life, a wide cultural background, flexibility of character, travel experience, and special interests that relate to the position.

The centers are located in principal cities of the Latin-American republics, in seven cities in the Far East, and in twelve cities in the Near East and Europe.

Applicants are screened by means of: letters of reference, interviews, panel recommendations, suitability investigations, physical exminations, and psychiatric-psychological evaluations. This screening includes the wife of a married applicant.

The *administrator* or *director* is responsible for operations and fiscal affairs. He must have had at least three years of administrative and financial experience to qualify for the position.

The *director of courses* is a specialist in the teaching of English as a foreign language. He supervises and is in charge of the curriculum and academic program. He also conducts in-service training programs. It is necessary to have had three years' experience as a foreign language teacher. Some experience as an English teacher is desirable.

The *director of activities* is responsible for the organization and development of cultural and social activities and for publicity. Pertinent experience is required.

The *coordinator of university and student activities* develops and organizes special activity programs for university students. Pertinent experience is required.

The *English teacher* instructs in English and American civilization and culture. Most of the students are adults who study at night. Work for the English teacher is on a twenty-hour-per-week basis at all school levels. One year of experience as a foreign language teacher is needed. Previous experience as an English teacher is also helpful.

The *librarian* is responsible for administering the library program and training personnel. The librarian reports on operations and organizes lending and reference services. A Library Science degree and experience as a librarian are among the necessary qualifications.

The salary paid depends on the GS rating the applicant receives. Transportation first class (round trip) is paid, and baggage and household effects are shipped at no expense. Absence from duty for thirty days is allowed.

Apply to: Chief, Employment Branch, U.S. Information Agency, Washington, D.C. 20547, requesting an "Application for a Grant for Service in a Binational Center Abroad" (Form IAP–6).

The Voice of America

The *Voice of America* (VOA), accepts ten student trainees in radio each year. A trainee must have a college education, a good speaking voice, and fluency in modern languages, as well as ability in communications, journalism, foreign affairs, government, and/or related social sciences. An applicant may possess these qualifications in varying degrees, but he must be a citizen of the United States.

The *Voice of America* broadcasts daily in the following languages:

Europe: Albanian, Armenian, Bulgarian, Czech-Slovak, English, Estonian, French, Georgian, German, Hungarian, Latvian, Lithuanian, Polish, Rumanian, Russsian, Serbo-Croatian, Slovene, Ukrainian, and Uzbek

Near and Middle East, South Asia, and Africa: Arabic, English, Greek, Indian languages, Pakistan languages, Persian, and Turkish

Far East: Amoy, Burmese, Cantonese, English, Indonesian, Japanese, Korean, Thai, Mandarin, Russian, Ukrainian, and Vietnamese

Work is in Washington and in areas throughout the world. Assignments are in writing, editing, translating, adapting scripts, reporting special events, auditing, evaluating material for broadcast use, and production. Intern positions are on the GS-5 and GS-7 levels. There is a summer trainee program at the GS-4 level for undergraduates.

There are 2,345 positions, with 1,365 in the U.S. and 980 held by foreign nationals abroad.

The Voice of America has direct broadcasts a total of 786 hours per week.

Voice of America programs in *Special English* are broadcast seven times daily and consist of newscasts plus fifteen-minute features, which are written in a special style. This special style, or *Special English*, is limited to a 1,200-word vocabulary, and the broadcasts are read at a pace of 90 words per minute (commercial radio announcers usually read at about 140 to 150 words per minute). In foreign countries where these programs are broadcast, 200,000 listeners asked for a dictionary of *Special English* with definitions rendered in 1,200 words in order to learn English.

Apply to: Recruitment and Source Development Division, Office of Personnel Training, U.S. Information Agency, 1776 Pennsylvania Avenue, N.W., Washington, D.C. 20547.

The Foreign Language Specialist

The duties include: writing (including features), editing, adapting, producing, voicing news, and preparing documents and special events programs. These duties are in connection with radio and/or television, magazines, pamphlets, news and features produced in foreign language portions of the press, and public operations. Within these areas the person can choose his specialty. Work may be in connection with USIA broadcasts on a twenty-four-hour, seven-day-a-week basis, or in the Press and Publications Section.

Positions begin at the GS-7 level and go up to the GS-9 or

GS-13 levels (see Appendix B regarding GS levels). Language experience in writing or rewriting radio scripts and newspaper or magazine articles in a foreign language is a necessity. The Bachelor's degree is required and graduate education may be substituted for work experience, which is partly general and partly specific as to requirements.

The following options, or choices of particular positions, exist: (1) Foreign Language Specialist, GS-7 to GS-13, (2) Radio Adapter, GS-5 to GS-11, (3) Radio Announcer, GS-5 to GS-9, and (4) Radio Producer, GS-7 to GS-12.

The languages used have been grouped according to need into three classes, with the greatest need existing for Group III languages.

Class or *Group I:* French, German, Italian, and Spanish

Class or *Group II:* Albanian, Bulgarian, Czech, Estonian, Greek, Hungarian, Latvian, Lithuanian, Polish, Portuguese, Rumanian, Russian, Serbo-Croatian, Slovak, Slovene, Turkish, and Ukrainian

Class or *Group III:* Amharic, Amoy, Arabic, Armenian, East and West Bengali, Burmese, Cantonese, Farsi, Georgian, Gujarati, Hausa, Hindi, Indonesian, Japanese, Kabuli, Korean, Malay, Mandarin, Nepalese, Persian, Pushtu, Swahili, Tamil, Telugu, Thai, Urdu, Uzbek, and Vietnamese. In general, experience and training requirements are less demanding in this group because there is greater need for these languages than for those in Group I and Group II

Department of Agriculture

Agricultural Attaché Program

The Foreign Agricultural Service is responsible for coordinating the foreign agricultural affairs of the nation. It administers international marketing developments and economic research programs and provides for representation abroad of U.S. agricultural interests.

Attachés employed by this service are assigned to major agricultural consuming and marketing areas of the world on a rotating basis. The program operates at over sixty posts. College students who have completed two years of college, and who plan to undertake graduate study with a major in agriculture, are employed as interns during the summer. Positions in Washington are filled by selection of eligibles from the *Agricultural Economics Examination* or the *Agricultural Marketing Specialist Examination* (Commodity Distribution Option-Foreign).

The department's need for language personnel has increased only moderately in the last few years, with the greatest increase in Spanish, French, and Russian.

Department of Commerce

International economists are hired for duty in Washington through the *Federal Service Entrance Examination.* Preference is given to those who have passed the Management Intern Option. The B.A. or M.A. with a major in economics is required. Knowledge of a language is desirable, and approximately eighty people (with skills in over forty languages) are employed by the department.

The Bureau of Standards

There is also a roster of about 3,000 persons available for translating under contracts let by the Joint Publications Research Service (a component of the Office of Technical Services), which does translating for many government agencies. This service is attached to the Bureau of Standards in the Department of Commerce. The greatest need of the JPRS is for Chinese, Russian, and East European scientific translators. In the less familiar languages, competent translators are needed to work on highly technical material. During a recent year, JPRS produced about 300,000 pages of material.

Employees in the JPRS are not permanent employees but work on a contract basis. Offices of the service are located in Washington, New York, and San Francisco.

The Bureau of the Census

This bureau, operating under the Department of Commerce, hires people as statistical advisers working abroad in connection with the technical aid program. Training in economics and statistics is a requirement. Students with the M.A. are hired (usually economics or sociology majors with a minor in statistics) as social science analysts to work on publication exchange and report analyses dealing with foreign statistics.

Business Service Center

The Business Service Center of the United States Department of Commerce draws on the language talents of the department's employees to assist foreign businessmen. In addition to the major languages, the department can serve in Arabic, Mandarin Chinese, Cantonese Chinese, Russian, Greek, Latvian, Ukrainian, and Czech.

Department of Defense

Defense Language Institute (Army Language School)

This school, which has its headquarters at Monterey, California, trains government and military personnel in twenty-seven languages and thirty-three dialects.

The teacher in the Army Language School must have a high school education. Favorable consideration is given to the applicant whose foreign high school or college education is equivalent in quality to that of the American high school or college. Teachers of a foreign language must be natives of the country whose language they are teaching or have the ability of a native speaker. Generally, they are under forty years of age. Prior teaching experience is desired.

Students at the Army Language School are trained not only in the language of a particular country but also in its culture. Intelligence personnel may or may not be officers. Many months of intensive drill (about eight hours a day) are given and the foreign language must be spoken at all times. Former students of the Army Language School state that they received excellent intensive training in languages and culture. A former student of Japanese at the school relates that he still retains excellent speaking ability after fifteen years, although he has lost familiarity with the kanji (written characters). There is need for teachers of the critical languages (Chinese, Arabic, and other lesser-known languages in which we have a shortage of trained personnel).

Monterey is the oldest of the five schools that had their start in an Army Intelligence Course in Japanese in 1941. Monterey is the training ground for up to 2,500 military personnel each year. Courses given range from a twelve-week accelerated course in Vietnamese to a full forty-seven weeks in Chinese, Russian, and Arabic.

There are 381 instructors, a closed-circuit television setup, and an elaborate language laboratory at the Monterey school.

In a recent year 1,000 men graduated from the Vietnamese classes with a minimum vocabulary of 1,000 words and skill in handling two of the three Vietnamese dialects. Both the classic dialect of Hanoi and that of Ho Chi Minh City (formerly Saigon) are built on the tonal principle; i.e., a change in the pitch level of an utterance signifies a change in meaning. There is a need for additional personnel who are trained in Vietnamese.

The Defense Language Institute (DLI) was created to bring all armed forces language training under the direction of the secretary of the army, to standardize and improve foreign language training, and to include the teaching of English to foreign military personnel (there are two million students abroad in English courses). The DLI has technical control over the Department of Defense language training program.

In addition to the training offered at the West Coast Branch in Monterey, California, and the East Coast Branch in Washington, D.C., the Institute trains other students under contracts with the Foreign Service Institute of the Department of State, Syracuse University, Indiana University, and seven commercial schools in Washington, D.C.

Training includes short as well as longer courses that may last from six to twelve months.

The DLI has been able to standardize its Teaching of English as a Foreign Language program among the services and to consolidate this program throughout the United States. The Military Assistance Program has supported and assisted the DLI in English language training to allied nationals. Through United States Armed Forces Institute channels, the DLI offers the Overseas Language Training Program for United States personnel in host countries. Program materials include Spanish, French, German, Italian, Mandarin Chinese, and Korean.

The DLI does not expect its task to diminish. In fact, it has barely begun to plan the ways in which it can accomplish full control of language training on a world-wide basis.

Apply to: The Commandant, Civilian Personnel Office,
Army Language School, Presidio of Monterey, Calif. 93940.

Air Force Language Program

Commissioned officers on active duty are employed as foreign language instructors by the Department of the Air Force. The officer must hold the Bachelor's degree and the Master's degree. (If necessary, the Air Force will sponsor the officer at a civilian university to make it possible for him to obtain the Master's degree.)

The instructional program in foreign languages consists of thirty-five hours per week, with an opportunity to enroll in the Language Enrichment Program after the completion of the basic program. The Language Enrichment Program consists of courses that are conducted almost entirely in the foreign language. In this program, course vocabularies are oriented toward history, geography, and the study of the governments of foreign countries.

Army Language Program

The Academy at West Point, New York, has language offerings in French, German, Portuguese, Russian, Spanish, and Chinese. From time to time, instructors are employed for these languages, although the rate of turnover is low. The foreign language department of this academy is staffed by regular or reserve Army officers on active duty, plus a few native-born speakers of the language. The latter are on Civil Service tenure.

Navy Language Program

The United States Naval Academy, Annapolis, Maryland, has a staff of approximately forty persons instructing in French, German, Russian, Spanish, Italian, and Portuguese.

Department of Health, Education, and Welfare

The United States Office of Education

The U.S. Office of Education assists the United Nations Educational Scientific and Cultural Organization (UNESCO) in securing teachers. The office also employs teachers for specialized research positions in Washington in its Foreign Language Section.

The Language Research Section prepares self-instructional materials in various languages.

The U.S. Office of Education also assists the Department of State in the implementation of the Teacher Exchange Program, which involves one-way assignments as well as the interchange of teachers. These positions are available in Europe, the Middle East, the Far East, and Africa.

In the employment of exchange teachers, there are some problems that need to be worked out. The main problem concerns the fact that many teachers who come to the United States from a foreign country find that they cannot afford the higher living costs here. Arrangements with regard to salaries vary with different countries, but it often happens that the foreign teacher who receives the dollar equivalent of his salary at home finds it inadequate here.

Then, too, the foreign teacher often finds the duties he must perform more extensive than those he is accustomed to in his own country. If he has not clearly understood the underlying philosophy under which the American school operates, he may not be prepared to cope with such duties as the homeroom, extracurricular assignments, and the study-hall program. In the case of interchange assignments, if the foreign teacher serving in the United States is dissatisfied with his position and wishes to return home, this will necessitate recall of the American teacher who is teaching at the foreign post, if an interchange is involved.

In conclusion, it is suggested that the American teacher who accepts an exchange teaching position abroad inform himself very clearly as to the nature of his contractual obligations, the salary to be paid (and how it will be paid), his duties, the nature of his housing, and his transportation arrangements.

Department of Justice

Immigration personnel are hired to serve in the United States, Europe, Bermuda, Canada, Puerto Rico, and Mexico to conduct investigations, detect violations of the immigration laws, judge visas, and determine the suitability of aliens to enter the country. They also function in connection with petitions for citizenship.

A written test of verbal language abilities is required. After training and an apprentice period as a border patrol official, the investigator is placed on the GS-7 level and receives an increase in pay. He may then advance to immigrant inspector, and if he has legal training, he may serve as a naturalization examiner. The language required is Spanish (conversational ability).

Other requirements are that the applicant be male, at least twenty-one years of age, pass a very rigid health examination, and have good moral character.

Of the department's 2,016 employees, 2,000 use Spanish. Port receptionists (these are recent positions and are open to women) use Chinese, Japanese, French, and several other languages. The receptionist boards ships and aids incoming tourists in planning a more pleasant stay in the United States.

The Immigration and Naturalization Service

The Immigration and Naturalization Service is authorized to employ part-time or occasional interpreters. The pay is higher for those languages in which interpreters are difficult to obtain, such as Arabic and Chinese. These part-time interpreters are hired in various locales as the need arises.

Translators who are skilled in translating from the foreign language into English and from English into the foreign language (principally for Romance, Slavic, Germanic, and Japanese languages) are also needed.

Department of Labor

The *Bureau of Labor Statistics* and the *Bureau of International Affairs* have available from time to time some economist and labor-management positions, which require language proficiency. European and Far Eastern languages are needed in the statistical field. In the international labor field, emphasis is on French and Spanish.

Department of State

The various bureaus of this department are: Bureau of Inter-American Affairs; bureaus of European Affairs, Middle Eastern Affairs, Southern Asian and African Affairs, International Organizational Affairs, Economic Affairs, and Security and Consular Affairs.

The functions of the Department of State are: to perform diplomatic and consular duties, to interpret foreign policy, to regulate treaties and passports, to participate in cultural and educational exchange activities, to issue visas, and to train personnel in area and language information through the Foreign Service Institute.

The volume of work done by the Department of State is enormous. In a recent year it issued over one million passports and brought more than 5,200 foreign students to the United States.

The department has 300 posts in 100 countries, with over 6,000 employees.

Language skills are also needed by those working in the Bureau of Intelligence and Research of this department.

Division of Language Services

This division is responsible for:

1. Translating from the foreign language into English and from English into the foreign language as required by the Department of State, the White House, and, under special arrangements, by other federal agencies
2. Providing interpreting, translating, and related stenographic services for international conferences
3. Reviewing draft treaties before signature to assure conformity between the English and the foreign-language text
4. Providing escort-interpreters for educational and exchange programs

Approximately 350 interpreters work part-time under contract for the Division of Language Services as translators, interpreters, and escort-interpreters for foreigners who are in the United States under exchange-of-persons programs.

Interpreters work from English into one or more foreign languages, or from one or more foreign languages into English. Both simultaneous and consecutive interpreters are used. General Schedule grades range from GS-9 to GS-12, with senior interpreters classified as GS-13.

The division is able to supply translating and interpreting services in twenty-two languages through the fifty-five persons on its regular staff.

The languages most used are: French, Japanese, Spanish, Portuguese, Italian, German, and Russian. These are listed by frequency of use, with French most often used. Additional strength is needed in French, Spanish, Japanese, and Russian.

Translators work into their native language. Those who translate into English from the foreign language must be skilled in at least two foreign languages. Those who work from English into a foreign language need only be skilled in one foreign language. The range of General Schedule grades is from GS-9 to GS-11 (see Appendix B).

Escort-Interpreter Positions

Within the department, under the *Division of Language Services*, positions as escort-interpreters exist for persons who are bilingual or polylingual and possess abilities as interpreters. Not all natives of a country can qualify, since excellent command of *both* languages is needed, as well as a broad education in political science, economics, sociology, and government. Speed in retelling and conveying ideas as well as accuracy of content is required. Persons who have previous foreign residence and who possess poise and adaptability are preferred. The applicant may be either a person whose native language is English or a native of another language area. Often, advanced graduate study in the second language is needed to develop a high degree of skill. Applicants must pass an oral interpreting aptitude test. Assignments include interpreting for offical foreign visitors and technical assistance personnel from other countries. A trial period of one year is required, during which time the interpreter works on assignments that last from one to three months. He is paid $22-30 per day worked, as well as a *per diem* allowance.

Many bilingual persons cannot listen to a speech or a statement in one language and then repeat clearly and precisely in another language the ideas just presented—even after having taken notes. Simultaneous interpreting requires listening intently to one language while speaking another language at the same time. Not many bilingual persons have this knack of instantaneous translation, the nervous stamina to continue it at any required speed, or even the necessary rapidity of speech. In the State Department's experience the presence or lack of these abilities has little or no apparent relation to the individual's degree of intelligence.

Finally, the interpreter must also be a good public speaker. French, Spanish, Portuguese, and some German, Italian, and Russian are used. Less use is made of Arabic and other tongues.

At the interview and examination for the escort-interpreter position, there are two examiners present. The examinee is asked to interpret (from material written in English) into his native language (which is the language for which he is an interpreter). He is then instructed to interpret from his native language into English. One of the examiners, who is a native speaker of the language the examinee wishes to interpret, will check the examinee's interpretation against a multilingual translation. The examinee is then asked questions on American government and civilization.

American citizenship is preferred and is required in some languages, though not all, as long as there is no legal restriction against the individual's earning money in this country.

Applicants should have a fluent knowledge of English and one or more of the following languages:

Afghan Persian
Amharic
Arabic
Bulgarian
Chinese (*Mandarin and Taiwanese; Cantonese is needed only a few hours at a time and in Washington, D. C., only*)
Finnish
French
German
Greek
Icelandic
Indonesian
Italian
Japanese
Korean
Persian
Portuguese
Rumanian
Serbo-Croatian
Spanish
Thai
Turkish
Vietnamese

U. S. Citizenship is needed for Bulgarian, Rumanian, and Serbo-Croatian.

Apply to: The Language Services Division, Room 2214,
New State Building, Department of State of
the U.S., Washington, D.C. 20520.

The Foreign Service Institute

The Institute employs 100 language instructors in this country and several hundred overseas, in addition to thirty-five linguists who work here and abroad. The instructors are natives who teach in sixty languages. Much of the training is given in the Romance languages. Throughout the world, language training is given at 215 posts. The Institute was opened in 1946 and has since been considerably expanded to meet the increased need for language training. A twenty-week course is given in French, Spanish, German, Italian, and Portuguese.

The Language Testing Unit, School of Languages, Foreign Service Institute, has developed a rating scale for language proficiency in speaking and reading a language, ranging from S-1 (able to satisfy routine travel needs and minimum courtesy requirements) to S-5 (speaking proficiency equivalent to that of an educated native). Reading ability ranges from R-1 (able to read elementary lesson material or common public signs) to R-5 (reading proficiency equivalent to that of an educated native).

The Foreign Service Officer

At home, the Foreign Service Officer discharges duties in the Department of State that relate to political, economic, labor, research, public affairs (including cultural and educational exchange), and consular affairs. Officers may be assigned to the Foreign Service Institute or other agencies.

Abroad, the Foreign Service Officer conducts diplomatic and consular affairs of the United States. He interprets the foreign policy of the United States to governments and citizens of foreign countries. He protects the interests and welfare of American citizens and of residents and visitors abroad, and he issues passports to American citizens and visas to foreigners wishing to visit or emigrate to the United States.

The positions, under broad functions, are:

Political	17%
Economic	17%
Consular	17%
Administrative	21%
Intelligence	6%
Public Affairs	5%
Programs	10%
Labor	1%
International Affairs	2%
Commercial	3%
Miscellaneous	1%
	100%

The following are the requirements for the position of Foreign Service Officer: He must pass a difficult examination; have a degree (preferably a graduate degree); be at least twenty-one years of age and less than thirty-one; have been a citizen for nine years prior to applying; pass a rigid physical examination; undergo a security and background investigation and, if married, his wife must be an American citizen.

A written examination in French, German, Russian, or Spanish (the widely-used languages) is no longer required, since it was found that only 20 percent of the recruits were able to speak any of these languages well enough to handle professional work. Ten percent of the diplomatic corps receives full-time intensive work in twenty-four of the "hard" languages, and 100 train as language and area specialists.

If at the time of his appointment, the officer has a reading and speaking proficiency in one of the more than thirty foreign languages that are useful to the department, he is taken off the language probation list. He then has two years in which to pass the examination and can receive promotion after passing this examination.

Other qualifications for the Foreign Service Officer include maturity, emotional stability, alertness to world developments, and knowledge of the geography, history, current affairs, and Constitution of the United States.

It is important that the wife and family of the Foreign Service Officer be able to adjust to living in a foreign country. They must also pass a physical examination if they are to accompany him abroad.

The candidate who is cleared on medical and security grounds and who passes the written and oral examinations has his name placed on a rank order register from which appointments are made as the need arises. On appointment he is commissioned a Foreign Service Officer Class 8. The written examination comprises a high level of ability in the use of English, overall general ability relating to such functions as being able to interpret tabular and quantitative data, and evidence of general background concerning the development of the United States and other countries.

Educational allowances, a salary differential of from 10 to 25 percent of the base salary in hardship costs, thirteen to twenty-six working days as annual leave, travel expenses, and insurance and hospitalization are among the benefits.

When the need arises for skills that are not available within the Foreign Service Officer Corps, the secretary of state is empowered to appoint individuals (for a period not exceeding five years) to the Foreign Service Reserve. The appointment carries the same grade and salary as that of the Foreign Service Officer Corps, classes 8 through 1.

Department of the Treasury

The Office of International Finance

The Office of International Finance hires international economists to do fiscal and financial research on conditions in other countries. The Bachelor's or Master's degree is required, as well as a knowledge of French and Spanish.

Port inspectors with language skills are used by this department. Of all employees, three out of five use Spanish.

Foreign Claims Settlement Commission

Attorneys are hired to work with Polish and German claims programs. Lawyers need international law training and experience, as well as knowledge of the pertinent language(s).

Apply to: Administrative Officer; U.S. Tariff Commission, Eighth and E Streets N.W., Washington, D. C. 20436.

The Bureau of Narcotics

The Bureau of Narcotics stations personnel in foreign countries to detect and control illegal traffic in narcotics. Perfect fluency in the foreign language(s) is needed. Spanish, Italian, and some Chinese are needed for those domestic positions for which languages are required.

The Bureau of Customs

The Bureau of Customs occasionally employs translators for the Russian, Chinese, and Czech languages.

OPPORTUNITIES IN INTERNATIONAL ORGANIZATIONS

Pan American Union

This union is the central permanent organ and general secretariat of the *Organization of American States* (OAS). Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the United States, Uruguay, and Venezuela are members of the OAS. The union provides technical and administrative services to the OAS Council, the Program of Technical Cooperation, and a number of other agencies dealing with American and Latin-American affairs.

The union does not usually hire much clerical and secretarial personnel, but the position of specialist for cooperatives is available from time to time. The student wishing to apply should have a specialty in economics, finance, business administration, statistics, or accounting. Preference is given to the holder of a Master's degree who has five years' practical experience in cooperatives at the national or state level. A good working knowledge of Spanish or Portuguese, along with a reading knowledge of English, is needed. Each employee on the union's staff of 1,100 is required to handle at least two of the following official languages: English, Spanish, Portuguese, and French.

Apply to: General Secretariat, Pan American Union,
17th and Constitution Ave., N.W., Washington, D. C. 20006.

United Nations

The world-wide operations of the United Nations require a broad range of skills and abilities. The following is a list of the types of positions that are available in this organization:

Clerical and Secretarial: General aptitude examination; beginning age limit thirty-five; typing speed fifty words a minute; shorthand speed ninety words per minute (eighty words per minute in second language for bilingual stenographers and secretaries); Russian typists must type at least fifty words per minute; most stenographers and secretaries are bilingual; bilinguals must be French/English or Spanish/English.

Guide: Age twenty to thirty, female only; intelligence and pleasing appearance and personality needed; most guides speak a language other than English, with most requests coming for tours in French, Spanish, and German. On the one-and-a-quarter-mile tours made by each guide (four times a day), occasions arise in which guides must exercise diplomacy and tact. A three-week course is given, which includes instruction in the history and operation of the United Nations and its related agencies, as well as tests to determine the guide's ability to meet strangers. The total corps approximates 100. The contract term is two years.

Interpreter: This position requires a degree with special language training in conference interpreting, monitoring of broadcasts, translation work, and linguistic research. A good voice and diction in at least one of the U.N. languages are needed, along with perfect auditory comprehension of two other languages. Beginning age limit is fifty years. An oral examination is required. The corps approximates sixty interpreters who are proficient in two of the conference languages, which are English, Russian, Spanish, French, and Chinese.

Professional Post: Highly specialized; M.A. plus standing in the field required.

Public Information Post: Experience in various informational media, press, etc.

Summer employment: Need for stenographers and typists on a temporary basis.

Technical Assistant: Expert in the person's particular field.

Translator: The English translator must have a thorough knowledge of English and an extensive knowledge of French and French institutions. In addition, a knowledge of law, economics, or technical subjects is desirable. The translator position also requires a degree with special language training and several years' experience. Those who translate into French or Chinese must do so from English. Those who translate into English must do so from French plus either Russian or Spanish. Those who translate into Spanish or Russian must do so from English and one other language. Good writing style must be used. A written examination is necessary. The beginning age limit is fifty years. It is desirable that the translator be highly skilled in at least two of the five U.N. languages: Chinese, English, French, Russian, and Spanish.

Translators of written documents are in greater demand than interpreters. The U.N. has about 300 translators (the State Department has about one-tenth that number and other agencies have smaller translating staffs) who transpose written documents into different languages at the rate of 7,000 pages per day.

Among the specialized agencies of the U.N. that may be of interest to language workers are: The International Labour Organization, 666 11th Street, N.W., Washington, D.C. 20001; the International Telecommunication Union, Palais Wilson, 52 Rue des Palais, Geneva, Switzerland; and the Interim Commission for the International Trade Organization, Villa la Chene, Geneva, Switzerland.

In general, the above agencies of the U.N. recruit their clerical and secretarial staff from among residents of the area in which a particular agency is located.

Openings in the U.N. for United States nationals are limited for reasons of economy, since higher salaries are paid them.

The U.N. has a training course, the duration of which depends on the ability of the trainee. If the candidate does well, he is offered an appointment. He may take the examination later, and if he passes, he will receive an appointment at the P-2 level. Apply to the U.N. at the address given in Appendix A.

United Nations Educational, Scientific, and Cultural Organization

UNESCO has a limited number of positions available. Very few Americans are hired, since foreign nationals, who are paid a lower salary, can be recruited for the same positions.

Specialists are drawn from many fields to work on linguistic, economic, ecological, archaeological, and scientific projects. The *UNESCO Courier* is published in Paris each month. Foreign language students and teachers find this publication useful, and they often subscribe to two or three different language editions (the content is identical in English, French, Spanish, German, Russian, Italian, Arabic, and Japanese).

To apply: Complete the personal data sheet or résumé and submit this to the Exchange of Persons Service, UNESCO, 19 Avenue Kleber, Paris XVI, France. It should be pointed out that many months may elapse before an applicant's name is put on the roster; there may be a wait of months (even years) before an applicant is called.

Sample positions with UNESCO are as follows:

1. *Laos*—Expert in curricula for primary education and teacher-training to work as a member of a team of experts assisting the Ministry of Education in sur-

veying its entire system of education. French essential. One year position.

2. *Argentina*—Documentation expert to assist government in organizing International Documentation Center. Experience in organizing and operating a documentation service. Knowledge of United Nations documentation and library training needed. Spanish essential. Two months.
3. *Kuala Lumpur, Malaya*—Specialists in electronics to teach electronics, radio engineering, electrical engineering, physics, and electrical measurements. One year.
4. *Pakistan*—Specialist in pharmacology of medicinal plants. Central Drug Research Institute, Karachi. Four months.

SPECIALIZED OCCUPATIONS THAT RELATE TO LANGUAGE SKILLS

The Interpreter

It is well to bear in mind that there is a difference between *interpreting* and *translating*. *Interpreting* is verbal, whereas *translating* renders material into written form. In certain cases the term *translating* may cover both activities.

Consecutive interpreting occurs at the end of an entire speech or reading. It is more common than *simultaneous interpreting*, which is transmitted sentence by sentence, or part by part. Generally speaking, simultaneous interpreting is much more difficult, since the interpreter must grasp facts and ideas quickly and accurately and have at his command all types of vocabulary.

The interpreter is used in court proceedings, formal and informal hearings, and in the diplomatic services of the United States. The United Nations employs interpreters. This is highly specialized work, and interpreters for the United Nations can command a high salary. This work is discussed in the section on the United Nations.

The interpreter may also be used by the World Bank (Washington), the Organization of American States, the Pan-American Union (Washington), the Inter-American Development Bank (Washington), the Department of State, the Department of Agriculture, the Department of Labor, and various types of congresses and conferences.

The services of an interpreter may also be required by the International Civil Aviation Organization, the International Atomic Energy Agency, the European Economic Community, the Pan-American Health Organization, the Food and Agriculture Organization, the Inter-American Defense Board, the Council of Europe (Strasbourg), the Common Market, and international nongovernmental conferences. The only languages used at international conferences in the U.S. are English, French, German, Portuguese, Russian, and Spanish.

The Association of Conference Interpreters, 33 Rue des Archives, Paris IV, France, has 900 conference interpreters who are masters of three languages and simultaneous translation. All have completed 200 days of international conference work.

The Institute of Languages and Linguistics of Georgetown University in Washington, D.C., provides training in interpreting which leads to a Certificate of Proficiency as Conference Interpreter.

The foreign language student who wishes to work in this field should educate himself broadly and thoroughly. He may wish to take the test offered by the Institute of Languages and Linguistics of Georgetown University in order to understand what is involved in interpreting and translating.

The approximately 142 interpreters employed by the federal government are in the Department of Justice, the Department of State, the Department of the Army, the Department of the Interior, and the Department of the Navy. Currently, New York City employs civil service interpreters in the courts mainly for Spanish, Italian, Yiddish, and Polish interpretation.

Many cities maintain rosters of individuals who are competent in translating and interpreting various languages. For publications relating to interpreting and translating, see Appendix N.

Los Angeles regularly requires Spanish, Hungarian, Japanese, Yugoslavian, Chinese, and sign-language interpreters, as well as Navaho and Cheyenne interpreters (from time to time).

In New York City police officers are examined in language skills and if competent in one or more languages, they are assigned an interpreter's and translator's rating. The city has a New York Visitors Bureau with multilingual receptionists at its information center. They help visitors from other countries (as well as Americans) plan their tours. Materials relative to the tours are also distributed by the receptionists. Rockefeller Center in New York City has an information desk where multilingual aides explain telephoning, tipping, and transportation practice to foreign visitors.

Philadelphia has a Center for International Visitors which is a semi-public organization to help foreign visitors plan tours of the city. It maintains a card file of volunteer guides, translators, and interpreters.

The Miami area has the largest percentage of Spanish-speaking police in the country—almost one in ten on the force. Spanish-speaking Cubans who are interested in becoming officers must first become citizens. Spanish classes and police criminology courses are conducted by American recruits.

The Journalist: Correspondent, Reporter

Opportunities for employment exist with publishers of foreign language newspapers and periodicals, as well as with press agencies.

For a list of some of the foreign language newspapers published in the United States, see Appendix D. For a more detailed listing consult the *Directory of Newspapers and Periodicals* published by N. W. Ayer and Sons, which is available in school and municipal libraries.

There are approximately 61 non-English dailies and 300 non-English periodicals in the United States with a total circulation of about five and a half million.

Since the 1930s, there has been a 57 percent decline in the circulation of non-English-speaking dailies. The greatest losses are in the Scandinavian languages—Swedish, Danish, and Norwegian—followed by French, Arabic, German, Czech, and Yiddish. While the Scandinavian dailies have virtually disappeared from the scene, Ukrainian, Italian, Greek, Portuguese, and Rumanian dailies did not decline since 1950.

The non-English weeklies have declined 63 percent relative to 1930. The monthlies, however, have improved, with a 34 percent increase relative to 1930.

The decline in circulation among non-English newspapers may well be attributed to the difficulties involved in gathering news that is timely and to the need for a wide range of specialized language and other skills that are not readily available today.

Non-English newspapers have been a great source of information and enjoyment to many non-English speakers residing in the United States, to language students, to professionals, and to foreign language educators. Foreign language professionals have also used these newspapers in research. It is hoped that the circulation of foreign language newspapers will increase in the future.

The outstanding news-gathering agencies throughout the United States and other countries are: the Associated Press, United Press International, Reuters News Service, and Tass Agency. Among other news-gathering agencies are many that specialize in different fields and in news from different parts of the world. All news-gathering agencies use correspondents and writers with foreign-language skills.

Reader's Digest, Pleasantville, New York 10570, publishes twenty-nine national foreign language editions in thirteen languages.

Foreign Correspondent

Positions as foreign correspondents require language skill, but such positions are not plentiful. Most newspapers use their overseas staffs, who are experienced reporters, or they commission articles by free-lance writers.

Women's Magazines

Women's magazines and other specialized publications assign members of their staffs to do articles of particular appeal to their readers. In connection with this type of assignment, staff members who are sent overseas need language skills.

Because the work of the journalist (correspondent, reporter) is so diversified, it is difficult to indicate salaries. These vary with each position, depending on the different conditions under which the work is done. It can be said, however, that while no examination is required in this field, a long apprenticeship is usually necessary. A college degree is recommended.

For additional information, write the American Newspaper Publishers Association, 750 Third Avenue, New York, New York 10017.

The Lawyer

There is opportunity, especially in our large urban centers, for lawyers who have foreign language competence to serve among those who are speakers of languages other than English. Among the latter are immigrants from South America, Cuba, and Puerto Rico.

The *Law Students Civil Rights Research Council*, 22 East 40th St., New York, New York 10016, assigns law student volunteers to assist civil rights lawyers in protecting and furthering the legal rights and equal opportunities of these and other minority groups.

Lawyers who plan to specialize in international law will find that knowledge of a language or languages other than English will prove invaluable.

Immigration lawyers who handle naturalization and other legal matters for newly arrived immigrants will find that knowledge of a foreign language is often both helpful and important. Immigration lawyers are highly specialized, since they must often work with consulates and embassies of other governments in connection with residency, occupational, and naturalization problems of immigrants.

The Bachelor's degree is preferred by most law schools as part of the requirements for admission. Completion of law school, which takes three years, leads to the Bachelor of Laws degree or to the Doctor of Jurisprudence. Before a lawyer can be admitted to practice in his own or another state, he must pass the Bar examination. Most lawyers are inclined to specialize; e.g., in tax law, international law, corporate law, or criminal law.

The *Inter-American Law Institute* and the *Comparative Law Institute of New York University* give training in Anglo-American law to lawyer-students from Latin-America and some twenty-five nations throughout the world. Graduates interested in affiliating with law firms and business corporations in the United States are assisted by the *Inter-American Law Institute*.

For further information, write the American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.

The Librarian

The librarian may use foreign language skills in a variety of ways, such as book selection, classifying and cataloging, showing collections to foreigners, or working abroad with the U.S. Army, the Air Force, or the Navy Dependents Schools.

Libraries that specialize, such as those in science and technology, medicine, and law, also use librarians with language skills. The librarian may also work for the Library of Congress either as a professional with a GS-7 classification (see Appendix B for an explanation of the GS classification) or a sub-professional (GS-4), such as accessioner, searcher, filer, and shelf-lister. The U.S. Information Agency also employs librarians.

In New York City some of the neighborhood branches require that their staffs use German, Yiddish, Chinese, Spanish, and Czech. In Boston, Syrian, Arabic, Yiddish, Hebrew, Polish, Lithuanian, French, German, Russian, Italian, Gaelic, and Portuguese may be required.

There are over thirty-three accredited library schools in the United States. Nineteen of these require a reading knowledge of one modern language to obtain the Library Science degree.

There are approximately 8,000 public libraries, 2,000 college and university libraries, 20,000 school libraries, and thousands of commercial libraries with specialized collections in the United States.

About one-third of those working in libraries are professional librarians. The other two-thirds are secretaries, file clerks, desk attendants, and related personnel.

One-half of the librarians in the New York City libraries need to have foreign language skills. The Jewish Division requires Hebrew and Yiddish. There are Slavic, German, Romance, and Oriental collections. Approximately 170 librarians in the Reference Branch must know two languages, each language being from a different language group. For example, Spanish and German would be acceptable; but Spanish and French would not be acceptable, since they both belong to the Romance language group (see Reference List of World Languages).

The African collection requires a variety of African and other languages. A Master's degree is needed for promotion, and a language is part of the requirement for the M.S. in Library Science.

For schools accredited by the American Library Association, write them at 50 East Huron Street, Chicago, Illinois 60611. They can also supply information on various other aspects of library training.

The Linguist

The linguist is a specialist in the systematic study of the structure and function of one or more languages. The multilingual individual is proficient in several languages, but he does not necessarily pursue their systematic study, or engage in scientific analysis of language(s).

The linguist is qualified to carry out language studies which include analysis of unwritten languages never before described, comparative studies of two or more languages, and the dialect variations within a language.

For several decades, the following four principles have been central to linguistic work:

1. Language is patterned human behavior and is subject to systematic objective analysis.

2. Each language has a unique structure which must be analyzed on its own terms.
3. Speech has primacy over writing.
4. Language behavior takes place within social and situational contexts.

Languages that are of great importance to comparative and historical linguists are: Latin, Greek, and Sanskrit, as well as Lithuanian, since it has retained many morphological and phonological features of Classical Sanskrit.

Significant Developments in Linguistic Fields

Linguistic science has evolved two systems that are particularly useful in the language teaching situation: (1) formal contrastive analysis, and (2) transformation grammar. The former involves a systematic analysis of the contrasts between the sound systems and the grammars of two languages. The latter (transformation grammar) involves the study of underlying structures, termed "kernels," used in languages. These kernels are finite or limited, but they are manipulated and arranged intuitively by the native speaker in an unending variety of sentence types, which constitute *knowledge* of a language.

Theoretical differences have arisen between the transformationalists, who contend that language is an innate, instinctively acquired facility, and the structuralists, who believe that language is a habit that man acquires by imitating other men and thus should be studied by analyzing sounds and the way they are manipulated to create sentences.

The Center for Applied Linguistics

The Center for Applied Linguistics is an independent, nonprofit institution concerned with language and linguistics. Its principal aims are:

1. To apply the results of linguistic research to practical language problems.
2. To promote cooperation between linguistics and other disciplines concerned with language problems.

3. To encourage incorporation of the findings of linguistic science into the American educational system.

Publications include bibliographical studies, conference papers, studies in sociolinguistics, and specialized materials related to language instruction and applied linguistics, as well as a newsletter, *The Linguistic Reporter*.

The center works on projects in the following general areas: English as a second language; standard English as a second dialect; foreign language pedagogy; contrastive linguistics; language course development; linguistic description of the languages of the world; linguistic documentation; and language in American schools.

Training of the Linguist

An M.A. degree is required to qualify for most positions. Many positions require a Ph.D. (or course work equivalent). The student's undergraduate study will usually be in a language, teaching of a language, literature, or linguistics. Competence in one to three foreign languages, as well as pertinent experience, is desired. Emphasis in graduate training varies with the interests of the linguist. Many receive training in such hybrid fields as sociolinguistics, psycholinguistics, computational linguistics, and biolinguistics.

A knowledge of Russian is desirable for federal work, but German, Spanish, and French are also needed. A knowledge of the critical languages (those in which there is a shortage of trained personnel) is strongly recommended.

A competent linguist receives undergraduate and graduate training in phonology (the sound system of a language), in morphology (the study of morphemes, or inflections), and in syntax (the analysis of the relation of words to one another as parts of sentence structure). The training includes *diachronic linguistics* (the evolution or history of the language) as well as *synchronic linguistics* (the description of the language as it exists during a particular time period). The study of phonology should include *phonetics* (the physiological and acoustical reproduction of speech sounds) and *phonemics* (the distinctive or significant differences in the sound system of a language).

Each year students from the United States and other countries attend Linguistic Society Institutes at designated universities. Basic courses are offered in descriptive, historical, and applied linguistics; phonemic, morphological, and syntactical analysis; phonetics; semantics; lexicology; dialectology; typology; and field methods. For further information write the society at the address given in Appendix J.

During the last few decades an increasing number of doctoral dissertations have been written in various branches of linguistics. In the U.S. today more than thirty universities offer a Ph.D. in linguistics, compared with only four just twenty years ago. Doctoral dissertations in Linguistics are listed in *A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964*, which is available from the Center for Applied Linguistics (at address in Appendix A).

The list on p. 128 of programs in the various branches of linguistics is not intended as a complete presentation of the many programs offered at the ninety-eight universities detailed in *University Resources in the United States for Linguistics and Teacher-Training in English as a Foreign Language* (a 1966 publication available from the Center for Applied Linguistics; see address in Appendix A) but is designed to acquaint the reader with the various branches of linguistics.

These programs are intended primarily for graduate students, although advanced undergraduates may also enroll in some of them.

Nature of Positions

Most positions are with educational institutions. In addition, positions are available in nonprofit institutions, the government, industry and business, and with the governments of other countries.

The Smithsonian Institution and the Foreign Service also use linguists' services. The need for language proficiency is so great that government personnel are taught not only in Washington but also at five overseas language training centers of the Foreign Service Institute and at 170 Foreign Service posts. Vacancies exist for qualified linguists in a variety of categories in this expanding program. A Language Testing Unit was formed in 1958 as part of the School of Languages of the Foreign Service. This unit constructs and administers tests to Foreign Service officers and formulates principles and techniques related to the evaluation of language skills. In the Department of the Interior, linguists are employed to carry out research on American Indian languages, or to work in specialized fields such as the determination of geographical names for maps.

Linguists also work with missionary groups, on Bible translations and literacy programs, and in the creation of orthographies for unwritten languages. The analysis of a language and the preparation of programs for machine translation from one language to another are also done by linguists.

Salaries

The median annual salaries of linguists (for the calendar year) are:

With Educational Institutions	$12,000
With Federal Government	$13,500
With Nonprofit Organizations	$ 7,800
With Industry and Business	$16,000

The Radio Broadcaster, Announcer, Writer

There are more than 300 radio stations throughout the U.S. that broadcast programs in foreign languages as follows: 57 in French, 60 in German, 90 in Italian, and 182 in Spanish. In addition, there are weekly broadcasts from thirty-seven stations that broadcast in Arabic, Chinese, Japanese, Portuguese, and Russian, as well as in the American Indian languages and Eskimo.

Radio needs the services of the newswriter, press writer, script writer, and announcer. These positions combine well with foreign languages. Most foreign language broadcasting is done in Spanish, Italian, Polish, German, French, Yiddish, and Portuguese. Since 1960, there has been a decrease in the number of stations broadcasting in foreign languages and in the number of hours per week allocated for this purpose.

Write the National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036, for *A Student's Introduction to Educational Broadcasting*.

Foreign short-wave radio messages, news, and other broadcasts are translated into English for rebroadcast or for newspaper publication. Radio positions include international commentator, international news syndicate assistant, correspondent for foreign periodicals, and international radio writer and announcer.

Radio Free Europe broadcasts 450 hours each week to the following Iron Curtain countries: Bulgaria, Czechoslovakia, Hungary, Poland, and Rumania. It is administered by *Free Europe, Inc.* (see "Agencies Interested in International Affairs" section), a private, nonprofit service dedicated to the self-determination of the peoples of the satellite countries. It is not to be confused with the *Voice of America*, which operates under the U.S. Information Agency.

The use of language in military intelligence is most important. The Foreign Broadcast Intelligence Service and Monitoring Division works in this area.

A radio announcer or announcer-writer should know how to pronounce and spell foreign words and phrases, since a corps of language experts is not always available.

It will be noted that Spanish represents more than half of the foreign languages used by the radio stations that do not broadcast in English.

College training in speech, broadcasting, dramatic arts, interpretive reading, and/or other related fields is most helpful. Experience in preparing scripts and voicing news is recommended.

The range of salaries is very wide, depending on the training, experience, and ability of the employee.

The Science Information and Research Specialist

The need to systematize and integrate science information and communication proce[illegible] in our technological society has created a demand for a new profession: that of the science information and research specialist.

This profession combines a knowledge of mathematics, science, library techniques, and foreign languages. The languages most in demand in the order of frequency of use are: German, French, Russian, Chinese, Japanese, Italian, Spanish, and Dutch.

The present staff of science information personnel in federal positions totals more than 500. It is estimated that in future years the number may well be increased by 200 or more.

Representative positions with the federal government are: librarian, cataloger, analyst, bibliographer, consultant in research, information, and reviser in the descriptive cataloging section. Other positions with the federal government include: curator, literature searcher, military intelligence, order librarian, patent search adviser, abstractor, coder, indexer, editor of scientific publications, technical files supervisor, writer, and technical information specialist.

Such positions, as well as translator and abstractor, are also available in industry and in research organizations. Many large companies with overseas divisions employ librarians with language skills.

Positions in science information and research entail the following duties: locating, selecting, and acquiring materials; descriptive cataloging; subject analyzing; abstracting and annotating, reference and bibliographic work; translating; transmitting, copying, and converting into printable form.

Translating facility is needed for abstracting work. Literature scientists need reading facility in a foreign language, and some knowledge of a foreign language is helpful in screening, cataloging, indexing, and scanning.

Some positions for the science information and research specialist might combine bibliography and literature searching, a knowledge of physics or engineering, library skills, and reading knowledge of a foreign language. Others might require literature science skills, graduate training in chemistry, and a knowledge of foreign languages.

Many universities are establishing programs of study in this field, since there is a great demand for individuals who have this highly specialized educational background.

Write the Special Libraries Association, 235 Park Avenue South, New York, New York 10003, for a copy of *The World of the Special Librarian Is a World of Information*.

Linguistics Programs at Selected Universities

	Brown U	U of Calif (Berkley)	U of Chicago	Columbia U	Cornell U	Georgetown U	Harvard U	U of Illinois	Indiana University	U of Michigan	U of Minnesota	New York U	U of Pennsylvania	Princeton U	Stanford U	U of Texas	U of Wisconsin	Yale U
Acoustic Phonetics		x	x			x		x	x	x			x		x	x	x	x
Applied Linguistics		x				x		x			x							
Communication Science		x	x															
Comparative Linguistics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Contrastive Analysis		x	x	x		x			x	x						x	x	
Dialectology		x	x															
Ethnolinguistics		x	x					x	x									
Field Methods		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
History of Linguistics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Indo-European Linguistics	x	x	x	x	x	x	x	x	x	x	x	x		x			x	
Introduction to Linguistics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Language and Culture			x		x	x	x	x		x	x	x			x	x	x	x
Language Testing						x												
Languages of the World			x					x										
Lexicography						x					x	x						
Linguistic Geography	x			x					x		x	x			x		x	
Linguistics and Language Learning	x	x	x	x				x		x	x	x			x	x		
Mathematical Linguistics	x		x				x		x	x			x			x	x	x
Modern Linguistic Theory		x	x			x												
Morphology	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Orthography Studies							x											
Philosophy of Language						x		x		x	x	x	x	x	x			
Phonemics	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Phonetics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Psycholinguistics		x	x		x	x	x	x	x	x	x	x	x		x			
Semantics			x	x		x	x						x		x			x
Sociolinguistics				x	x	x	x	x	x							x		
Syntax	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Transformation Theory										x			x					
Typology			x	x				x	x	x	x	x				x	x	x

Availability of Positions: Elementary School

Despite the fact that early language training is most beneficial to the student, too few public schools offer foreign languages on the elementary level. Many private schools, however, offer language in the fifth grade.

The FLES program is unfortunately not an integral part of the total school curriculum. Perhaps this is a result of the public's impatience with long-range expensive language programs on the elementary level.

Professional experience during the last few decades has shown that learning a foreign language at an early age (even as early as three years of age) has no detrimental effect on the child's learning the mother tongue. The results of FLES include: language achievement; positive shifts in attitudes toward foreign languages, cultures, and peoples; and individual growth in breadth of experience.

An impetus has been given by the National French FLES Contest, sponsored by the National Association of Teachers of French, Box 86, Plainview, New York 11803, and special commendation is due this organization.

Other countries have carried on successful early language learning programs for many decades, and in our country private ethnic schools teach languages to nursery school children, as well as to adults.

It is hoped that more positions will be available on the elementary level, since this is, generally speaking, the most advantageous time for the child to begin language training.

Availability of Positions: High School and College

During the last decade, the pendulum has swung from a plenitude of positions to a severe lack of them. The availability of positions is, of course, dependent on enrollment in foreign languages.

The high school foreign language enrollment has always been conditioned by the entrance requirements of the colleges and universities. The latest Modern Language Association of America enrollment figures (1973) indicate little change in language required for entrance to college; but an appreciable reduction in foreign language courses required for graduation from college, with many colleges dropping language requirements for graduation, has occurred.

According to a 1970 survey of 2,353 colleges and universities made by the Modern Language Association of America, French, German, Italian, Russian, and Spanish account for 91.9 percent of all enrollments. Latin and Greek account for 4.0 percent, and the remaining 4.1 percent is distributed among 106 additional languages. Russian has declined 11.1 percent; Greek, 13.4 percent; and Latin, 21.1 percent in the past several years. Greek and Latin experienced a downward trend in the 1960s. As of 1970 only 6,000 students in the U.S. were studying Chinese, approximately 70 Thai, and only 18 were enrolled in Vietnamese. Only Spanish and Italian have been registering sizable gains.

At present, the sharp decline in enrollments in the high schools and colleges is causing concern to language educators and experts on international affairs. It appears that course offerings must be diversified in order to meet the needs and interests of the students. Teachers wishing to diversify and individualize language courses are referred to the "Suggested Reading" Section of the Index.

The foreign language profession must maintain a degree of flexibility when the *zeitgeist* is not favorable to languages, and yet language educators must not sacrifice the humanistic values to be gained from foreign language study by bending too much to the winds of political and social change.

Citizenship Requirements for Certification

Prospective teachers of foreign languages who are foreign-born and educated must establish United States citizenship or residency, have their credentials evaluated by the United States Office of Education (or a similar agency) as well as by local authorities, and fulfill all other certification requirements.

The non-citizen who wants to teach foreign languages can direct his inquiries regarding employment to the local superintendent of schools, the county superintendent of schools, or the state board of education.

With regard to citizenship requirements for various types of teaching positions, there is usually no citizenship requirement for teaching in private elementary and secondary schools and private colleges.

About one-half of the states require that the prospective public school teacher shall have at least filed a petition for citizenship or declared his intention of becoming a citizen. A smaller number of states require the teacher to have final naturalization papers.

New York State now permits qualified individuals who possess language skills to meet certification requirements through the *Modern Language Association Proficiency Tests for Teachers and Advanced Students*. Within the state individuals may earn college credit by examination, without attending regular college classes. Pennsylvania has certified bilinguals by credit examination. U.S. citizenship has been waived for these bilingual teachers of foreign languages who obtain provisional certificates. The permanent certificate is granted after three years of teaching and the completion of eighteen semester hours in Education.

To obtain provisional certification, California allows qualified bilingual teachers who pass the *Modern Language Association Proficiency Tests for Teachers and Advanced Students* to take one course in methods of language teaching. The teacher must sign an affidavit attesting to his intention to apply for U.S. citizenship. He is allowed time to make up any educational deficiencies.

Many states have provisions that allow individuals who are not yet citizens to teach languages. Special or temporary certificates are granted, and waivers of citizenship are issued after evaluation of the person's credentials by a local university or by the U.S. Office of Education.

In the other states it is necessary for the prospective language teacher to have a teaching certificate that entails completion of fifteen to eighteen semester hours in such education courses as: principles of American education, practice teaching, and methods of teaching languages. Any other specific requirements must also be met; for example, in some states the state department of education requires that the teacher pass an examination on his knowledge of the state constitution.

The state office of education will aid the non-citizen in obtaining evaluation of his foreign university courses by sending his credentials to the U.S. Office of Education in Washington for their judgment as to the equivalency of the courses completed.

Certification Requirements for Teachers in Public Elementary Schools

Teachers of foreign languages in the elementary schools (FLES) are:

1. Certified secondary school teachers who have varying degrees of training in psychology and methods of elementary school teaching. In some states secondary school teachers can obtain an endorsement allowing them to teach in the elementary school after they complete eight semester hours in child growth and development, curriculum, and in FLES methods.
2. Certified elementary school teachers who possess varying degrees of knowledge in the foreign language they are teaching.
3. Non-certified personnel employed as specialists: (a) natives with varying degrees of academic training, (b) parents with varying degrees of foreign language fluency, (c) college professors of foreign languages serving on an experimental basis.

In addition, certain states employ only those certified secondary school teachers who have taken a full complement of elementary courses (about thirty semester hours) and have secured an endorsement on their certificates that permits them to teach foreign languages in the elementary schools as well.

Elementary school teachers may likewise take foreign language training and thereby secure endorsement of their elementary school certificate for FLES teaching.

In some states a foreign language teacher is certified automatically for both levels and needs no further training or endorsement of the certificate.

The Modern Language Association of America recommends that the FLES teacher who has been trained primarily as a secondary school language teacher attain competence in the spoken language along with a good pronunciation; that the teacher complete at least one course on child psychology, one course on elementary school curriculum, and one on methods of teaching foreign languages in the elementary school; and that he acquire some supervised practice teaching.

Certification Requirements for Teachers in Public High Schools

In most states the teaching certificate generally requires at least fifteen semester hours in Education (including a methods course, educational psychology, principles of American education, and student teaching). These courses may be completed in one or more semesters.

With regard to courses in the language, at least twenty-four semester hours are required. This requirement includes courses in literature, basic skills, teaching materials, and linguistics.

There are some states where a Master's degree (or the equivalent in course work) is required in order to obtain a teaching certificate. It is possible that other states may in the future require five years of college study for the certificate.

The question of the audio-lingual competence of the teacher trainee is the responsibility of the institution granting the degree. Some states require endorsement by the university or college of the teaching candidate. Some cities require the *National Teacher Examination*, whereas others require a test of speaking ability. In certain cases the *Modern Language Association of America Proficiency Tests for Teachers and Advanced Students* is required.

Many cities have requirements in excess of the state minimum. Cities that exceed the credit hour requirements of their states are: Fairbanks, Juneau, Phoenix, Tucson, Los Angeles, San Diego, Chicago, Baltimore, Worcester, Newark, Buffalo, and New York City. In Los Angeles, Chicago, New Orleans, Boston, Jersey City, Newark, Buffalo, New York City, Philadelphia, Pittsburgh, and Washington, D.C., proficiency tests are used.

Certification Requirements for College Faculties

Professors at junior colleges that are supported by the state or county may need to have certification in foreign languages. This requirement depends upon the laws of each particular state. Certification is given by the state board of education.

It is not necessary for professors at private or state-supported colleges (or universities) to have certification in foreign languages.

A prospective public school teacher who has fulfilled the bulk of the requirements for a teaching certificate is eligible for a provisional certificate in some states. In a time of teacher shortages, states are empowered to issue emergency certificates in various fields. Certificate terminology may vary (in some states the regular certificate is called a "limited" certificate, whereas in other states it is called a "standard" certificate). For those teachers who hold a provisional or emergency certificate, it is understood that they will remove deficiencies by completing the appropriate courses (or other requirements) as soon as they can.

In certain states highly qualified individuals who lack the necessary courses can obtain certification by presenting substantial evidence of their literary, artistic, or scientific accomplishments.

Contact the county superintendent of schools regarding course requirements for certification.

Overall Training of the Language Teacher

In addition to taking required and recommended courses, the prospective foreign language teacher is advised to get practice in the target language by residing in a country where that language is spoken or, at least, by taking part in the activities of a foreign language house of a university. Training in the use of audio-visual and language laboratory equipment is also advisable.

Membership in foreign language professional organizations is most valuable. It is strongly recommended that each language teacher hold membership in the American Council on the Teaching of Foreign Languages, the Modern Language Association of America, the National Education Association, state and local educational associations, and language associations for particular languages (see Appendix J).

The American Council on the Teaching of Foreign Languages publishes *Foreign Language Annals*, a quarterly journal that includes in each issue several sections of an international bibliography on foreign language pedagogy.

Members receive the *Annals* as well as *Publications of Interest to Teachers of Foreign Languages*.

Accreditation of Foreign Language Teacher Training Institutions

Before the prospective language teacher selects a college, it is important that he examine carefully the accreditation of the college that offers studies leading to a degree in the teaching of foreign languages. *National accreditation*, through the National Council for Accreditation of Teacher Education (NCATE), as well as accreditation by regional agencies, is significant.

If the prospective teacher wishes to teach in another state, it may be necessary to fulfill that state's additional course or other requirements in order to obtain a certificate.

In most instances, the prospective teacher can obtain the certificate (from the state departments of education) by completing the requirements at a given college within that state.

Language Teacher-Counselor Positions

In future years increased responsibility for effective foreign language guidance will fall on the foreign language teacher-counselor rather than on the general guidance counselor.

The stress should be placed on the student's level of competence rather than on the completion of language courses according to numerical sequence. The foreign language teacher-counselor will have to ascertain the course level on which the student should be placed, the probability of his doing successful language work at that level, and the overall complement of courses he will need in order to meet college entrance requirements and/or vocational requirements.

For initial counseling, the teacher-counselor should know:

1. Is a foreign language spoken at home?
2. Has the student had formal study at a private ethnic school?
3. Has the student previously studied another foreign language?
4. Has the student spent considerable time in a foreign country—either on vacation, at a foreign school, or in a travel-study program? (In the past decade, an increasing number of high school students have participated in summer study-travel programs at overseas locations, and the indications are that the number will increase in the future.)
5. In the case of transfer students, which language courses were completed at the previous school and which method was used?
6. To which college or vocational school does the student intend to apply?

For students who have had previous study or experience in a particular foreign language, it is desirable to administer one of the standardized tests available today.

Standardized tests were discussed in the section entitled "Tests in Foreign Languages."

Supervisory Positions

Those who want to qualify for supervisory positions such as department head, coordinator of related departments, and coordinator of the language program in schools within one system should write to their state office of education or contact their superintendent regarding qualifications. Public school subject–supervisory certificates usually require about twenty-four hours in such Education courses as: psychology, curriculum, guidance, administration, and supervision of instruction. This is in addition to the Education courses required for the teaching certificate. In most cases three years of teaching are also required. Not all states require the M.A. (or M.Ed.) to qualify for supervisory positions in the public schools. In the majority of cases, the supervisor holds a teaching certificate in one or more foreign languages.

Advanced Placement

High school teachers who aspire to teach under the *Advanced Placement Program* should be qualified in literary studies and should be able to provide near-native language instruction. The Advanced Placement Program is used in those high schools that cooperate with designated colleges in granting credit for advanced high school work. The program is administered by the College Entrance Examination Board, and is now offered in Spanish, French, and German. Instruction in advanced placement courses should consist of more than mere translating or decoding of literary texts. It should provide insight into the nature and style of the great masterpieces in a given language. The teacher who works under this program has a reduced teaching schedule with smaller classes. It is open only to highly qualified high school students.

Salaries For the Elementary and High School Teacher

The reader is referred to Appendix B, which shows a representative scale used in a more progressive school district.

FLES (Foreign Language in the Elementary Schools) teachers usually receive additional compensation (as well as transportation money, since they must sometimes travel to as many as seven or eight schools each day) and are classified as "specialists."

Salaries for the high school teacher vary with the individual district (according to the affluence of the community). Urban districts often pay higher salaries than rural areas.

Many states have a minimum salary schedule that serves as a guide for schools in the state. It is customary for schools to pay salaries that exceed the minimum recommended by state educational associations.

Salaries For the College Teacher

College salaries vary with the rank assigned. This, in turn, depends on the scope of the instructor's educational background. The salary also varies with the caliber and size of the college or university, as well as with its financial resources. The lowest rank is that of instructor, which is followed by assistant professor, associate professor, and, at the top, full professor. Salaries can range from $8,000 per annum for the beginning teacher to $28,000 for the full professor. By comparison, the top salary paid to elementary and high school instructors of languages with a B.A. is approximately $18,000.

Benefits and Advantages of Teaching

1. Tenure is earned by teachers in public elementary and high schools after three years of service. *Tenure* may be understood as permanent employment under which the employee cannot be dismissed except for gross misconduct, and only after the teacher has had the opportunity to be heard in refutation of the charges brought against him.
2. Teachers are respected members of the community.
3. Teachers have the opportunity to serve society and to guide their pupils.
4. In-service training can generally be obtained to prepare for a more responsible position. In many school systems the school will pay part or all of the

tuition for graduate courses taken by the teacher.

5. Pension plans and sick leave are common. Some high schools and many colleges grant the teacher a sabbatical leave for study, travel, or other professional pursuits. This leave is usually granted after seven years' successful service and is usually for one semester at full salary, or one year at half salary.
6. Vacations are generous, with the elementary and high school teaching year averaging 180 days. The college academic year is much shorter.
7. Income is regular and continued employment is usually assured.
8. Liberal health insurance benefits (including hospitalization and, in many instances, major medical insurance).
9. Salary schedules are revised each year. The percentage of increase depends on the resources of the community, the state, or the funding board or agency. In addition to the salary increase for cost-of-living, elementary and high school teachers are awarded an "increment" or an additional increase in salary for each year of teaching experience, provided the performance of duties has been satisfactory. There is also an increase based on the number of credits amassed toward graduate degrees.

Disadvantages of Teaching

1. Based on a National Education Association study, the average work week totals forty-eight hours for both the elementary and high school teacher. This includes correcting papers, preparing materials, preparing for class, contact with parents, keeping records, etc.
2. Some taxpayers and boards of education may consider teachers to be "servants," not professionals.
3. Many college teachers do not acquire tenure until the completion of an excessively long trial period.
4. Periods of intense pressure are exerted on the teacher by parents, students, boards of education, and administrators.

Contracts, Tenure, Ethical Practices

There is a code of ethics to be maintained between the administrator and the candidate for a position. For example, a teacher should not sign and hence be under two contracts at the same time. It is unethical for a teacher to threaten to resign, unless he definitely intends to do so. It is understandable that a teacher may want to do this as a way of obtaining a more favorable assignment, but this practice should be avoided. A teacher's notice of resignation is expected sixty days (in some cases thirty days) in advance. It is always best for both teacher and administrator to be frank with each other.

A teacher should not sign a contract for the coming school year if he is uncertain that he will be available. With proper notice from the teacher of his intention to leave or resign, the administrator has ample time in which to fill the vacancy. Failure to fulfill the terms of an existing contract may bring serious professional and personal penalties to the teacher, including revocation of his license to teach in the state for a year following the violation.

The administrator usually tries to give the teacher the assignment promised. But changes may be necessary, and these are made at the administrator's discretion.

A teacher should not ask for compensation which is above that shown on the salary schedule. The teacher is entitled to see and understand the salary schedule but should not pressure the administrator on this point.

It is current practice to let the teacher know sufficiently in advance whether or not his services are satisfactory. If they are unsatisfactory, the teacher is free to apply elsewhere.

The public elementary and high school teacher usually earns tenure upon beginning the fourth year of successful performance in the district. Tenure applies only within each school district. Thus, each time a teacher resigns from a particular school system, he will find it necessary to earn tenure in the new school district all over again. While under tenure, the teacher's salary cannot be reduced nor can the teacher be dismissed, except for just cause. In certain instances the teacher's increment is withheld; for example, if he has not performed his duties in a satisfactory manner. (The increment is the increase in salary awarded annually for satisfactory performance of teaching duties.)

With regard to pension benefits, the teacher who resigns from a particular school system and takes a position in another school system in that state will enjoy the same benefits (although he has lost tenure in the previous system). If a teacher resigns from a school district and leaves teaching, he must withdraw pension contributions he has made while teaching.

The teacher may "buy back" previous years of experience (by repaying pension contributions that were refunded to him) in order to obtain larger retirement benefits. (Public school—as well as many private school—teachers make annual contributions to the teachers' pension and annuity fund. These contributions, along with accrued interest, form part of the retirement monies paid the retiree. Contributions are deducted from the teacher's salary.)

For university instructors in private colleges and universities, tenure applies only within the particular college or university.

Obtaining the Position

The college student who is completing his undergraduate education as a language teacher is advised to establish his credentials, or dossier, with the placement office. A college placement office is a very valuable means of securing a position, since it distributes vacancies. The prospective teacher may also apply to the local or county superintendent of schools, the state board of education, or a commercial placement agency. For its services a commercial placement agency usually charges about 4 percent of the annual salary paid the teacher.

Those wishing to teach in a geographic area distant from one serviced by their college placement office (for purposes of vacancies, that is) may apply to a college or university placement office in their own area, asking for "courtesy registration," in order to obtain vacancies of local schools.

The classified sections of large metropolitan dailies list vacancies in teaching.

Commercial agencies require that information about vacancies which they send to the teacher be kept confidential. It is advisable for the teacher to reply definitely as to whether or not he will apply for the position. If the teacher advises the agency that he is not interested in the position and then a short time later accepts employment with the same school through other channels, he may be asked to pay the placement agency a fee because the agency will claim that he learned of the position through its efforts.

The National Association of Teachers' Agencies (NATA), E. Jackson Blvd., Rm. 400, Chicago, Illinois 60604, distributes free of charge a list of agencies that have met the standards for membership and have complied with the code of ethics regarding teacher placement.

Notices of vacancies are posted on bulletin boards at the Northeast Conference and at various regional conferences of language teachers. Teachers who are members of the Modern Language Association of America have obtained positions at the annual conference of the association that is held in December. The conference offers an opportunity for the teacher and the administrator (or supervisor) to meet and discuss the position.

The National Center for Information on Careers in Education has published an *Educators' Placement Guide*. This publication will assist college placement officers and inexperienced and experienced educators in the identification of employment services.

The guide includes: a statement of supply and demand, general certification requirements, employment suggestions for inexperienced and experienced candidates, and specific courses of assistance to those seeking education careers both in and out of the school community.

Single complimentary copies of the guide are available from the NCICE. To expedite orders, a self-addressed mailing label should be included. Write: *Educators' Placement Guide*, NCICE, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009.

In times of severe lack of teaching positions, written vacancy lists may be of limited value because of the keen competition among teaching applicants. In cases such as these, the best way to secure a teaching position is through personal recommendations of professors or supervisors.

The Cooperative College Register for College Teacher Placement (Washington, D.C.) reported that the number of vacancies sank 25 percent in 1971 and the number of people earning doctorates rose 25 percent.

The National Employment Association, 2000 K Street, N.W., Washington, D.C. 20006, publishes the *Directory of Private Employment Agencies*, which lists nationwide agencies and gives their specialties.

The names and addresses of school officials as well as a listing of school districts may be found in the U.S. Office of Education publication *Education Directory, Part 2: Public School Systems*. This is available at school and municipal libraries. If desired, it can be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. A manual listing private schools is available in municipal or college libraries.

State education associations can direct the teacher to sources of occupational information. The U.S. Employment Service can assist the teacher in finding a position. The latter agency, however, is likely to have information on state and federal teaching positions rather than on local public and private school positions.

In many cases the prospective teacher applies to a local school with whose education program he is better acquainted.

Such national organizations as the American Association of Teachers of German, American Association of Teachers of French, and the Modern Language Association of America maintain placement bureaus and services for language teachers. (For addresses of professional organizations, see Appendix J; The Modern Language Association is listed in Appendix A.)

The Advancement and Placement Institute, 169 North 9th Street, Department ART, Brooklyn, New York 11215, operates a Teachers International Placement Service, publishes the monthly *Crusade Journal*, which lists domestic and international educational positions, organizes tours, and offers assistance in processing applications (there is often a charge for services).

College positions are filled by recommendations of the department chairman, the committee appointed by the dean or president, the student's professor in the major or minor field, or several professors personally. It is advisable that a graduate student become a member of the appropriate professional societies through which he can gain an understanding of professional practices as well as keep abreast of developments in his academic area.

Teachers may apply to the local boards of education in order to obtain positions as foreign language teachers in the adult evening schools that operate in many communities.

Universities and colleges often hire individuals as adjunct (supplementary) instructors.

Overseas Positions

There is a great need for teachers of English in foreign countries. If the language teacher can qualify on the basis of educational background and certification, if he possesses competence in English as well as in the foreign language of the country to which he is going, he should not find it difficult to obtain a position. For the teacher going overseas, college training should have included methods of teaching English as a foreign language, area studies, and international relations. The American teacher employed overseas will be asked many penetrating questions on American institutions, customs, geography, history, and political concepts. It is advisable, therefore, to be fully informed on these topics.

Fulbright lectureships in linguistics and the teaching of English are available in various parts of the world. Work is done on the development of manuals and student texts. Information may be obtained by writing the Committee on International Exchange of Persons (see Appendix A for address).

Department of Defense Overseas Dependents Schools offer an opportunity for teachers to perfect their language skill while living and working in a particular area and to serve their country by teaching the children of our armed forces personnel.

In Europe the United States Army has a single system headed by a general superintendent. He directs a staff of specialists, curriculum consultants, and administrative and fiscal officers and oversees a series of districts, each headed by a district or area superintendent. The civilian head is the principal, and his military counterpart is the school officer.

The Defense Schools prefer to utilize the language services of educated natives who are certified by the local ministries of education whenever possible. Thus, language teachers are hired for duty in countries where a shortage of teachers of a given language exists.

Many teachers are attracted by the travel opportunities these positions offer and the opportunity to learn the foreign language(s) while living there.

The United States Armed Forces Schools are accredited by U.S. associations and offer a curriculum that is similar to that in the American elementary and high schools.

The greatest need for teachers is in the elementary schools. Most of the schools are in Europe and the Far East. Because of housing shortages on many bases, it is usually more feasible to hire unmarried teachers wherever possible. School administrators are allowed to bring their families and household goods. They are provided with suitable housing for their families. Single teachers live in Bachelor Officers' Quarters (B.O.Q.). Transportation is provided, and in many cases a post differential is paid. Housing allowances are given for both teachers and administrators. The teacher is employed at the GS-7 level and the administrator at the GS-9 level. Both the teacher and the administrator are civilian personnel attached to the military. For some purposes they have military rank privileges; e.g., housing accommodations, club privileges, etc. The United States Navy offers few vacancies, and many of the positions are filled by the wives of personnel, particularly in the elementary schools.

The Air Force operates schools in England, France, Germany, Spain, the Azores, the Philippines, Japan, Newfoundland, and Greenland.

The Army operates schools in Japan, Okinawa, Austria, France, and Germany.

Apply to: Overseas Placement Officer, United States Air Force, Bolling Air Force Base, Washington, D.C. 20332, or Department of the Army, Office of Civilian Personnel, Overseas Affairs Division, 12th and Pennsylvania Ave., N.W., Washington, D.C. 20315, or Department of the Navy, Chief of Naval Personnel, Washington, D.C. 20370.

For further information on the United States Armed Forces Schools (also called the Department of Defense Dependents Schools), see *Classrooms in the Military* by Harold F. Clark and Harold S. Sloan (New York: Bureau of Publications, Teachers College, Columbia University, 1964).

Positions in Territories and Possessions of the U.S.

CANAL ZONE Superintendent of Schools, Box M, Balboa Heights, Canal Zone	Elementary, junior high school, senior high school, and junior college. Age twenty-four to forty. Transportation given.
GUAM Director of Education Agana, Territory of Guam	Two-year contract. Transportation furnished. Married couples hired if both are qualified teachers.
PACIFIC ISLANDS Director of Education Trust Territory of the Pacific Islands Truk, Caroline Islands	Education and training specialists and administrators needed. Two-year contract. Transportation furnished. Married couples hired if both are qualified. Maximum beginning age for men is fifty; for women, sixty years.
PUERTO RICO Secretary of Education Department of Education Hato Rey, Puerto Rico	Age eighteen to fifty-five. Transportation not furnished. Married couples accepted.

AMERICAN SAMOA Director of Personnel Pago Pago, American Samoa	Secondary school only. Couples preferred. No age limit. Transportation is given. Two-year contract.
VIRGIN ISLANDS Asst. Commissioner of Education Department of Education St. Thomas, Virgin Islands	Elementary and secondary school. Age eighteen to sixty-five. Married women employed. Transportation not furnished. No shortage of teachers here.

Agencies that Administer Overseas Positions

AFRICA:

African-American Institute, 866 UN Plaza, New York, New York 10017. For positions with the African-American Institute overseas, the M.A. is required as well as a speaking knowledge of French. There is a two- to three-year contract, and positions are for secondary schools and teacher-training colleges.

Afro-Anglo-American Program, Teachers College, Columbia University, New York, N. Y. 10027.

Teachers for East Africa, Teachers College, Columbia University, New York, N. Y. 10027.

Teachers who are interested in teaching English in Africa may also contact: *Director of Overseas Operations, Institute of Modern Languages* (see Appendix A for address).

MEXICO, CENTRAL AND SOUTH AMERICA:

Inter-American Schools Service, 1785 Massachusetts Ave., N.W., Washington, D. C. 20036.

NEAR AND MIDDLE EAST:

Near East College Association, (see Appendix A for address). This organization administers the American College for Girls in Istanbul; the American Community School in Beirut; the American University at Beirut; Anatolia College in Thessaloniki, Greece; Athens College in Athens; the International College of Beirut; and Robert College in Istanbul.

Private Companies that Operate Schools Overseas

Anaconda Sales Co., 25 Broadway, New York, N. Y. 10004

Arabian-American Oil Co., 1345 Avenue of the Americas, New York, N.Y. 10019

Creole Petroleum Corporation, 1251 Avenue of the Americas, New York, N.Y. 10019

Firestone Industrial Products Co., 1220 Firestone Parkway, Akron, Ohio 44301

Gulf Oil Corporation, 2900 Gulf Building, Pittsburgh, Pa. 15219

Standard Fruit and Steamship Co., P.O. Box 50830, New Orleans, La. 70150

Standard Oil Company, 1251 Avenue of the Americas, New York, N.Y. 10019

United Fruit Company, Prudential Center, Boston, Mass. 02199

For most of the above positions, the applicant must have a Bachelor's degree as well as two years of experience. Usually, the applicant must be unmarried. After fulfillment of a two- or three-year contract, round-trip transportation is paid.

Schools and Institutes that Employ Teachers with Language Skills for Overseas Duty

The American Association of Teachers of German, 339 Walnut Street, Philadelphia, Pennsylvania 19106, is accepting applications from experienced teachers of German who wish to teach English to German students in the Land of Nordrhein-Westfalen (North-Rhine-Westphalia). Applicants must be at least twenty-five years old and have at least two years' teaching experience at the senior high level, certification in foreign languages, fluency in German, and the ability to adapt to the foreign school system. For other teaching positions in Germany, write: *Pädagogischer Ausiauschdienst*, 53 Bonn, Nassestrasse 8, Postfach, Germany.

The American Community Schools, APO 223, New York, N.Y.: Send applications to Superintendent. This school is located in Athens, Greece, with classes in kindergarten through grade 12. French is taught in grades 6 through 12. Ninety percent of the students are American. Teachers are paid travel expenses and receive a cost-of-living allowance based on the signing of a two-year contract.

The American School, Parkweg 9, The Hague, Netherlands: Send applications to Principal. This school was organized by families of U.S. servicemen. It has grades 1 through 9. Grades 8 and 9 are specialized.

The American School in Switzerland, Grades 7-12, co-ed school in Lugano. Write: American Representative, 326 East 69th Street, New York, New York 10021

International Schools Services has information concerning teaching and administrative work in international and American community schools. Write: Director of Educational Staffing Program, International Schools Services (see Appendix A for address).

Italian Cultural Office, 686 Park Ave., New York, New York 10021, has information on English-speaking schools in Italy.

Overseas School of Rome, 811 Via Cassia, Rome, Italy: Send applications to Headmaster.

The Putney Experiment in International Living (Putney, Vermont 05346) is an organization interested in foreign language teachers to travel as group leaders to German, Spanish, and Italian-speaking areas. Leaders must be fluent in the language. All expenses are paid in addition to an honorarium.

The Teach Corps of the NEA Committee on International Relations is seeking experienced teachers who would be interested in working during the summer with Latin American colleagues. The committee is also interested in those who can teach in Portuguese or French.

The Teach Corps has sent teams of teachers to developing countries in Africa, Asia, the Carribbean, and Latin

America to conduct in-service teacher training workshops. The NEA members volunteer their professional services, receiving in return transportation, living expenses, and an unforgettable experience.

The Committee on International Relations has received many applications from those who can teach in English only but very much needs more applicants who can teach in Spanish, Portuguese (for Brazil), and French (for some African countries).

Unlimited opportunities exist in over 1,000 institutions in more than 180 countries for teachers on any level. Write: The National Education Association (see Appendix A for address).

U.S. Dept. of State Office of Overseas Schools, Washington, D.C., has 130 American elementary and secondary community schools abroad (one-half of the teachers are recruited from the U.S.).

Teaching Opportunities in Colleges and Universities Abroad

For those teachers who hold the Ph.D. or its equivalent and have college teaching experience, lectureships and research positions are available for: Latin America, Europe, Australia, New Zealand, the Near East, South and East Asia, and Africa. In Austria, Germany, France, Belgium, Italy, Portugal, Spain, and Latin America, the professor must lecture in the language of the country. The number of such positions is limited and the applicant must be a recognized scholar. For information contact: Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington, D. C. 20418.

Teaching positions in the Middle East can be secured through: American Friends of the Middle East, Middle East House, 1607 New Hampshire Avenue, N.W., Washington, D. C. 20009.

The University of Maryland operates colleges in Europe, the Far East, Bermuda, the Azores, Greenland, Newfoundland, and Iceland. In general, these colleges offer undergraduate courses for credit to Armed Forces personnel.

Write to: Dean, University College, University of Maryland, College Park, Maryland 20740.

For information on part-time positions write: Director, European Division, University of Maryland, Zengerstrasse 1697, Heidelberg, Germany.

Modern Language Association Publications

The following are of great help to teachers.

Available from the Modern Language Association (address in Appendix A):

1. *A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish.* 1970.
2. *A Linguistic Guide to Language Learning* by Moulton. 1970.
3. *Northeast Conference Reports on Teaching of Foreign Languages.* Published yearly.
4. *Textbooks in German 1942-73: A Descriptive Bibliography* compiled by Katherine Buck and Arthur Haase, 1974.

The following are available from Educational Documents Reproduction Service (EDRS). See Appendix A for address.

1. *A Selective Bibliography of Works Related to the Teaching of Slavic Languages and Literatures in the United States and Canada, 1942-1967* by Sigmund S. Birkenmayer. 1968.
2. *A Selective Bibliography on the Teaching of Foreign Languages, 1920-1966* by Emma M. Birkmaier and Dale L. Lange. 1968.
3. *A Selective Bibliography on the Teaching of Latin and Greek, 1920-69* compiled by Mary E. Norton. 1971.

4. *Textbooks in Spanish and Portuguese: A Descriptive Bibliography, 1939-1970* compiled by Marta de la Portilla and Thomas Colchie. 1972.

5. *Topical Bibliography in Theoretical and Applied German Linguistics* compiled by Gerd K. Schneider. 1972.

The Translator

When we consider that a translator must possess specialized knowledge and training in addition to his language skill, we find that he is far from being well paid and that his work is less highly regarded than it deserves to be.

The translator's art is rendered more difficult by semantic impasses that occur in translating because: (1) one language may have a phoneme that is lacking in the other and, thus, in transliterating there is no available orthographic representation for this phoneme; (2) a phenomenon may exist in one language but there may be no word-for-word equivalent for it, whereas the other language may have this word-for-word equivalent; and (3) because of certain constraints, a given language may have difficulty expressing ideas that are easily and uniquely communicated in another language.

The need to establish standards and to lend stature to those who are engaged in the profession of translator has resulted in the formation of the American Translators Association, which was established in 1959. It is the U.S. affiliate of the Fédération Internationale des Traducteurs (FIT), which enjoys official consultative status with UNESCO. Further information may be obtained from ATA (see address in Appendix A).

It cannot be too strongly stated that a foreign language student who wants to be a translator must possess a broad educational background. For example, if a student wants to specialize in science, he must have some scientific background; if he wants to specialize in law, he must have some legal background, and so on in a wide variety of fields. Even if the translator does not specialize, it is advisable that his education go beyond the B.A. level. It is most important for him to have a thorough command of English if he is to translate the written material with precision, clarity, and style.

The translator is usually hired on the basis of his native language. The material he handles can thus be translated from the language he has learned into his native language, in which he has greater competence. Generally, the translator has proficiency in at least two languages.

Opportunities for Translators in the Government

Translators can secure work in the Department of State, the Central Intelligence Agency, the Department of Defense, the United Nations, the Department of Commerce, the National Security Agency, the Federal Bureau of Investigation, the Department of Justice, and the United States Information Agency. As of 1966, most of the 321 federal translators worked in the Department of the Army, the Department of the Air Force, the Department of State, the Department of Justice, and the Library of Congress.

To work for the Federal Bureau of Investigation, the applicant must know more than one language and must be a U.S. citizen.

To work for the Department of State, the applicant must take a written examination. There are standards in the Bureau of Appointments. About sixty to seventy regular employees and about one hundred part-time employees serve as language specialists. The temporary and part-time translators often work on contract rather than on a regular salary basis.

To work for the U.S. Department of Commerce, the applicant must be a U.S. citizen and must take Civil Service Examination #1941 (GS-11). He must be able to translate into English from at least five, and sometimes more, of the better-known languages. He should also be interested in editorial, supervisory, and administrative duties.

Translators in the Patent Office work with patent examiners, the Board of Appeals, and the Trademark Examining Division. To work in the Patent Office the language student must have a good background in technical and scientific subjects and research techniques. Translators are often referred by the Patent Office to the Department of Justice, when such services are needed.

Translators who wish to work for the National Security Agency in Washington must have a degree and preferably a knowledge of Slavic, Middle Eastern, or Far Eastern languages and cultures.

There are no translators employed in the Library of Congress and the Foreign Service of the Department of State.

The Language Guild, 19 East 73rd Street, New York, New York 10021, translates materials into thirty-six languages.

The Institute of Languages and Linguistics of Georgetown University offers courses in translation leading to certificates that qualify the individual for work in various governmental agencies (see section on *Interpreting*). Georgetown also has done research on machine translations from Russian and Chinese into English.

Chemical Abstracts Service (Ohio State University, Columbus, Ohio) employs translators for technical material in the following languages: English, German, Russian, French, Japanese, Bohemian, Italian, Polish, Dutch, Hungarian, Chinese, Danish, and Swedish. (The list is presented in the order of frequency of use, with English the most in demand.)

The *National Translations Center,* operated by the John Crerar Library of Chicago, Illinois, indexes and makes available translations prepared by government agencies, industries, societies, academic institutions, and individuals at a nominal photocopying and service fee. Those who prepare and use translated materials are invited to make deposits into the translation bank. Of the materials translated into English, 40 percent are from Russian scientific and technical periodicals and journals.

The Travel Worker and Travel-Guide Positions

It is strongly recommended that any student who wishes to be employed as a travel worker consult with counselors and other individuals who have had identical or similar employment experiences. He must inform himself as to the terms of employment, the conditions in the country or area where he seeks employment, and the extent of the obligation he undertakes.

There are numerous private commercial job placement agencies that offer employment to students. The student should compare charges and the terms of the fee refund. He should also determine if the placement agency has an official base in the United States that is legally responsible, and he should make sure that he has several contact points overseas in the event of complications. American embassies have received many complaints about the activities of some job placement agencies.

Job directories should also be checked very carefully as to their accuracy, reliability, and currency.

Above all, do not attempt overseas employment or travel without sufficient funds and proper arrangements in advance.

In general, unskilled jobs in hospitals, on farms, and in factories in European countries and elsewhere pay $35 a month, plus room and board. About $180 a month (no room and board) is paid for construction work.

Among the many reliable organizations that help students and young people to obtain overseas employment are the following:

1. *American Student Information Service;* e.V. Jahnstrasse 56-A, Frankfurt/Main, Germany. Handles 3,000 jobs in West Germany, mainly in farm work, factories, resorts, construction work, and counseling.

2. *The Association Internationale des Etudiants en Sciences; Economiques et Commerciales (AIESEC-U.S. National Committee),* 52 Vanderbilt Avenue, New York, New

York 10017, has approximately 800 positions for business and economic students.

3. *The American Youth Hostels, Inc.*, Delaplane, Virginia 22025, has summer trips for college students to Europe, Israel, North and South America, and Japan. A leadership training course is given to qualify students for expense-paid travel programs in the Americas and abroad. After completing the course, the leadership trainee is in charge of eight to ten teenagers. Write for: *Youth Hosteler's Guide to Europe* and the *International Youth Hostel Handbook.*

4. *Colby College, New London, New Hampshire 03257*, offers a two-year program in business and foreign languages. This program is followed by a junior year abroad, during which the student works for a foreign business firm.

5. *The International Association for the Exchange of Students for Technical Experience*, American City Building, Suite 217, Columbia, Maryland 21044, has jobs for advanced students in engineering, science, and architecture in thirty-eight countries. Both summer and longer term on-the-job training is possible. The association operates in Europe, the Near East, Latin America, and Asia.

6. *International Society for Training and Culture*, 866 United Nations Plaza, New York, New York 10017.

7. *Lufthansa* arranges job placements in Germany for its passengers who are students. It sponsors educational summer trips to Europe through residence in homes, as well as four weeks of travel in Germany, Austria, Italy, and Switzerland. Prices start at $850 and include everything except items of a personal nature. Write: Lufthansa, 680 Fifth Avenue, New York, New York 10019.

8. *The National Carl Schurz Association*, 339 Walnut Street, Philadelphia, Pennsylvania 19106, offers summer jobs in Germany to those who are at least eighteen years of age through the Zentralstelle für Arbeitsvermittlung. Apply to the association in Philadelphia.

9. The government employment agencies of the Scandinavian countries, Germany, and Austria help students obtain work permits. Israeli agencies facilitate placement in many summer programs for manual labor in kibbutzim. Write: *Israeli Students Travel Association*, 2 Pinsker Street, Tel Aviv, Israel.

Since 1947, the Council on International Educational Exchange (see Appendix A for address) has handled more than 60,000 applications; and about 12,000 people a year take tours organized by the council. Classes in languages are held on board ship.

There are opportunities for tour leaders to accompany groups going to Europe, Asia, Africa, and other areas. The basic requirements are: knowledge of one or more languages, good educational background, travel experience, experience in working with groups, adaptability, and reliability.

Positions as tour leaders to and from the Orient are offered by the Institute of International Education as well (see Appendix A).

The National Education Association (see Appendix A) is often in need of people who possess language skills and travel experience and who wish work in connection with tours.

Various travel agencies such as the American Express Company, 65 Broadway, New York, New York 10006, and Cooks, 587 Fifth Avenue, New York, New York 10017, employ people with travel experience, foreign language abilities, and clerical skills. In the majority of cases, personnel in overseas offices of these companies are nationals of the country in which the offices are located. This hiring practice results in lower labor costs for the company, since foreign nationals earn less than American nationals and no travel allowances need be paid to them.

Multi-lingual Port Receptionist Program, sponsored by U.S. Travel Service, has employed seventy multi-lingual students as receptionists at Seattle, San Juan, and Kennedy Airports.

The Gray Lines Bus Company employs guides in New York City who can speak Spanish, French, German, and/or Japanese.

The U. S. National Student Association (see Appendix A for address) opened the National Student Travel Bureau (with headquarters at 2115 S Street, N.W., Washington, D.C. 20008) during 1973. They offer a broad program of travel opportunities.

Positions with various airlines offer opportunities for extensive travel in the United States and other countries and wide acquaintance with people who work with foreign languages. The following types of positions are available with airlines: hostess, stewardess, steward, flight attendant, purser (in charge of steward or stewardesses), tour specialist, information agent, reservation agent, statistical researcher, junior sales representative, secretary, clerk, stenographer, ticket agent, and senior sales representative. Some of the qualifications for stewards and stewardesses are: poise, attractive appearance, some college training, flexibility, an agreeable personality, and adaptability. They may be required to perform duties under unpredictable and difficult situations that require poise and emotional stability. A knowledge of one or more foreign languages is most desirable.

The salaries paid are very good. Many of the airlines offer paid vacation flights to different locations as bonuses.

Many airlines impose age, height, and marital restrictions on stewardesses. First-aid training is desirable, but if the applicant does not have this qualification, such training will be given in the general training program offered by each airline.

Pilots also make use of foreign languages. They are usually employed as Second Officer and are later promoted to

First Officer and then to Captain. These positions are prestigious and well-paid. Airlines usually impose height and age restrictions and prefer those with college training.

There are eight airlines operating overseas that hire individuals who have a knowledge of foreign languages: American Airlines to Mexico, Caribbean-Atlantica to the Caribbean, Delta Airlines to South America, Eastern Airlines to South America, Northwest-Orient Airlines to the Orient and Alaska, Trans-World Airlines to Europe and the Middle East, United Airlines to Hawaii, and Pan-American World Airways to eighty-four countries and colonies.

Pan-American World Airways hires stewardesses for summer employment. During the summer of 1966, forty college students were selected for these positions. The minimum age is twenty, height must be between 5′ 3″ and 5′ 8″, and weight must be between 105 and 135 pounds. On-campus interviews are held each winter for vacancies that will occur during the summer.

The Writer, Researcher, Editor

Experienced language teachers and supervisors may secure positions as textbook editors or consultants with publishers of foreign language materials.

The Modern Language Association has published a *Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools* (1962, with 1964 supplements); and *Source Materials for Teachers of Foreign Languages* (1968). These list publishers of textbooks, newspapers, cultural books, readers, dictionaries, audiovisual aids, maps, and other related materials. Languages included are: French, German, Italian, Modern Hebrew, Norwegian, Polish, Portuguese, Russian, Spanish, and Swedish. Appendix E of this book lists publishers of foreign language materials.

Positions as editorial assistant, copyreader, copywriter, production assistant, research statistician, rewriter, and technical writer are available in the publishing field.

There is no one way in which to become a writer, researcher, or editor. Generally, these occupations are undertaken when there is a combination of native talent and ability, educational and cultural background, specialized training, and early job orientation.

For example, one way in which to enter the field of book publishing might be through starting out as a secretary or trainee assistant to one of the senior editors. In time a knowledge of the needed skills and operations could be acquired that would enable a person to become an editorial assistant, and from there progress to assistant editor, and finally to full-fledged editor.

Or one might become so knowledgeable and acquire so much experience and background in a specialized field that research work or independent writing for publication would naturally follow.

For employment in any of these occupations it is well to have a good educational background, to specialize in the direction of one's abilities and talents, and to be willing to start in a trainee capacity.

Technical Writing

It is recommended that individuals with foreign language skills who wish to do technical writing include as background about twenty-four semester hours of study in science, mathematics, and engineering. In technical writing the extent to which mastery of the foreign language is needed varies with the type of work. Salaries depend on the nature of the position and the education and experience of the employee.

It should be noted that many colleges and universities now offer programs in technical writing. These programs are likely to be under the joint efforts of the school of journalism and the school of engineering. Courses in technical writing include the sciences, mathematics, engineering, and English, as well as various aspects of journalism. For more information on technical writing, contact: *The Society for Technical Communication,* 1010 Vermont Avenue, N.W., Washington, D. C. 20005.

EMPLOYMENT OPPORTUNITIES IN TRADE AND BUSINESS: FOREIGN AND DOMESTIC

General qualifications for those who wish to work in world trade are: knowledge of one or more languages, a college education, knowledge of international marketing, and business or administrative experience.

According to the 1960 census, there are more than 30,000 Americans employed overseas by affiliates of U.S. companies.

Firms decide to establish foreign branch offices because the volume of their business justifies it. They therefore form either subsidiary corporations as part of their overseas operations or, in the case of the larger companies, they establish separate export departments.

There are export firms that specialize in serving companies that do not have export departments of their own. Other firms specialize in foreign trade services, such as forwarding, packaging, insurance, and other operations that are essential to foreign trade.

Many firms with overseas offices employ foreign workers, because the salaries of such workers are often lower than those of American workers.

The person who seeks employment abroad needs professional or technical ability and experience, language competence, and a capacity for enjoying association with the people of the host country, together with an interest in their way of life and their culture.

In many overseas positions employees are paid 20 to 30 percent over their base salary as a premium for their special qualifications. In certain cases a "hardship differential" of from 10 to 25 percent of the base salary may be paid as compensation for difficult physical conditions or certain other inconveniences. Moving, as well as travel costs, may also be paid.

Personnel needed overseas include: sales executives, those technically equipped, accountants, auditors, controllers, and trainees in different overseas business operations.

Shipping companies are among those that require commercial personnel with foreign language skills. The American Export Lines and the United States Lines operate in Europe, the Grace Line operates in South America, and the Matson and American President lines operate in the Orient and the Pacific areas.

Advertising is a rapidly expanding field, employing personnel with foreign language skills in this country and abroad, with Spanish the language most required in the United States. Foreign language newspapers also need those with language skills, especially if they can write copy and prepare layouts.

Languages Most in Demand

Languages most in demand are: Spanish, French, German, Dutch, Italian, and Portuguese. French is being used more extensively in Latin America and Central Africa as a business language. Some business executives consider language training a foremost qualification. They feel that since an employee will most likely need to be trained in a particular position, language skill that enables him to read correspondence, catalogs, and documents, as well as to converse in the language, is a very good way to start. The employer also feels that this is one way to keep translator costs down. A language skill gives certain advantages to the employee, too, such as a higher salary differential and the opportunity to obtain a position overseas with his company in the event of a suitable vacancy.

Types of Positions Available

Following is a list of some of the positions that are available from time to time with various firms and organizations:

Air Traffic Manager—He is an assistant to the foreign traffic manager and handles details of shipments that go by air.

Apprentice in Import-Export—This type of position requires a knowledge of English, Spanish, Italian, and French; typing skills; and the ability to master a technical vocabulary.

Assistant Sales Manager (chemicals)—At least three years industrial sales experience would be required, as well as a reading and speaking knowledge of Spanish.

Consular Export Documents Assistant—The consular invoices, export declarations, bills of lading, certificates of origin, packing lists, marine insurance policies, and drafts of a firm are handled by the consular export documents assistant.

Export Manager—The export manager handles foreign sales and traffic, studies foreign markets, and coordinates the duties of runners, agents, clerks, and managers who work under him.

Export Purchasing Agent—The export purchasing agent is a traveling buyer who locates goods that can be profitably exported and sold. Since he closes contracts for goods and arranges for shipment, he must be able to negotiate with skill.

Export Traffic Manager—The export traffic manager arranges and expedites the shipping of materials abroad. This position definitely requires language abilities.

Foreign Clerk—It is the duty of the clerk to examine records, usually invoices and shipping documents, that pertain to merchandise received from and shipped to foreign countries. The clerk exchanges foreign currency and U. S. currency, and vice versa, calculates and checks customers' duty payments, and handles documents and records. He may carry on correspondence with representatives of foreign companies. Foreign clerks primarily handle either export or import matters, but some jobs may require a combination of the two.

Foreign Market Analyst—The foreign market analyst is concerned with the salability of his product abroad. He has special training in economics, economic geography, and other related subjects.

Foreign Operations Director—The director is the executive of a firm and is in charge of all international business, as well as the selection and replacement of personnel. He often has a degree in business or business administration with training in international contracts, economics, geography, and political science, as well as graduate training in his field. He usually has extensive administrative and/or business experience.

Freight Forwarder—The freight forwarder handles clearances and works with cargo space and delivery of goods to the vessel. He also obtains ocean bills of lading and consular invoices or certificates of origin. He works in domestic and foreign freight forwarding.

Import Purchasing Agent—The import purchasing agent buys raw materials and goods for import to his home office country and sometimes for reexport. He gets his training by working as an export purchasing agent in his own country.

Overseas Personnel Manager—This position requires a degree in industrial relations or a related field, as well as fluency in French, German, or Italian. Two to five years' experience is generally required.

Sales Correspondent—Above average mechanical aptitude and the ability to speak, read, and write two foreign languages (Spanish, French, Portuguese, Polish, etc.) are required.

Additional types of positions available are: documents clerk, export agent, export trade consultant, foreign operations supervisor, foreign representative, international business consultant, international business editor, and international marketing teacher.

The Thunderbird School of International Management, Box 191, Phoenix, Arizona 85001, offers six-week language and area-study courses for young men and women in the foreign trade fields. The school employs instructors who are well-qualified in business and trade. They have extensive knowledge of the culture of the country of specialization, and many of them are natives of that same country. The school concentrates on a basic language foundation and a vocabulary totaling from 2,500 to 3,500 words. The aural-oral approach is used in small classes that are limited to eight.

For further information on trade and business employment write the *National Foreign Trade Council, Inc.*, 10 Rockefeller Plaza, New York, New York 10020, or the *American Management Association*, 135 West 50th Street, New York, New York 10020. The National Foreign Trade Council employs a limited number of people as editorial assistants specializing in the preparation of weekly news digests for Europe and Latin America. A knowledge of French, German, or Spanish is required. The council also needs the services of economics analysts with foreign language skills.

The *International Executive Service Corps*, 545 Madison Avenue, New York, New York 10022, sends retired executives to developing countries, where they serve as consultants in commerce and industry. This nongovernmental corps has about 150 jobs a year and was founded by U.S. businesses and foreign companies.

EMPLOYMENT OPPORTUNITIES IN WHICH THE FOREIGN LANGUAGE FUNCTIONS AS A SUPPLEMENTARY SKILL

Clerical and Secretarial

For the typist position the general requirements are 50 words per minute typing speed; for the stenographer, 90 to 100 words per minute dictation speed. In addition, all office work requires accurate spelling, correct English usage, and the ability to compose a letter independently.

The secretary's personal characteristics also are important and should include the ability to adapt, the ability to assume responsibility and initiative, and a good sense of human relations.

Today, there is a steady and increasing demand for qualified secretaries, stenographers, typists, and operators of other office and business machines.

Positions with the U.S. Government (including the Foreign Service)

The applicant for a position with the U.S. government must be at least twenty-one years old, pass a physical examination, be a citizen of the United States, and undergo a loyalty and suitability clearance.

In the foreign service, secretarial, stenographic, and clerical personnel must be at least twenty-one years of age, an American citizen for at least five years, unmarried with no dependents, have a high school diploma, pass a physical examination, and complete a performance test. Quarters and post allowances are paid, and hardship pay is often given for certain posts.

The following General Schedule positions are available with the government (see the General Schedule salaries in Appendix B):

1. *Secretary* (women only)—Appointment is at GS-5 level; Civil Service eligibility is required.
2. *Clerk-Stenographer* (women only)—Appointment is at GS-4 level; requires Civil Service eligibility based on tests administered by any United States Employment Service Office; a minimum of eighty words per minute in shorthand and forty words per minute in typing is required.
3. *Clerk-Typist*—Appointment is at GS-3 level; Civil Service eligibility is required; typing speed must be at least forty words per minute.
4. *Clerk*—Appointment is at GS-2 and GS-3 levels; Civil Service eligibility is required.
5. *Messenger* (men only)—Appointment is at GS-1 level; Civil Service eligibility is required.

The following positions are with the Foreign Service Staff (FSS). This is not to be confused with FSO, which stands for Foreign Service Officer. The clerical and secretarial positions with the Foreign Service Staff are:

1. *Secretary* (women only)—Requires six years of experience, or four years of college and two years of continuous experience.
2. *Clerk-Stenographer* (women only)—This position requires less experience-education than the secretarial position.
3. *Communications Clerk*
4. *General Clerk*
5. *Pouch Clerk* (men only)
6. *Diplomatic Courier*

Clerical, secretarial, and "white collar" workers (those who combine clerical skills with various other professional skills) are employed in the Army, the Library of Congress, and the Agency for International Development.

Positions in Commerce and Industry

Salaries for commercial secretaries average from $75 per week for the beginner to $125 for the experienced person who has other skills and a high educational level. Beginning typists average $70 per week, with the experienced typist earning $100 per week. Knowledge of one or more languages can increase these figures by $10 to $20 per week. Languages most in demand in commerce and industry are: French, Spanish, German, Italian, Russian, and Hebrew.

Clerical and secretarial skills are used in many of the positions described in this book. These are skills that can benefit those who possess foreign language ability.

The Bilingual Secretary

The bilingual secretary is a stenographer, translator, and correspondent. She works at Inter-American organizations, for the United Nations, foreign governments, and the United States government; for export houses, foreign departments of banks, publishing houses, foreign newspapers, and language departments of universities and colleges.

Intensive business training in foreign credits and collections, export-import problems, consular invoices, and customs and duty regulations and practices are among the skills needed.

In college the bilingual secretary takes courses in the liberal arts for the first two years. In the junior and senior years, it is advisable to select courses in English language usage, economics and business, foreign language usage, the social sciences, and history and government.

The kind of position the bilingual secretary wishes to train for will determine the nature of the courses taken in the last two years of college. Language skills are basic, for it is necessary to take dictation in two languages: usually from Spanish to English, with dictation taken in Spanish. Knowledge of Portuguese, an important trade language, is useful.

These positions are plentiful and may be secured through employment agencies and classified sections of newspapers.

The Diplomatic Secretary

The diplomatic secretary works for embassies, consulates, the United Nations, the Pan-American Union, the International Bank, international institutions, foreign governments, and the United States government.

French and English are important languages for the diplomatic secretary. Furthermore, this kind of secretary needs the basic qualifications outlined in this section, as well as other qualifications that relate to this specialized occupation. A college education, with courses in government, international relations, and area studies, is recommended.

The Foreign Operations Secretary

This kind of specialized secretary works with foreign trade documents, invoices, and bills of lading. Secretarial training; languages; experience in the practices and documents of foreign trade; a knowledge of economics, of export and import procedures, of consular documents, of foreign credits and collections, of commercial correspondence (including foreign correspondence), of history; and area studies of foreign locations are among the specialized requirements of the foreign operations secretary.

Further information relating to positions in government and industry is contained in *Sources of Employment for Foreign Language Majors and Minors*, listed in Appendix N, and the pertinent sections of this book.

Health Services

For positions in public health, those who hold the bachelor's degree and have a knowledge of foreign languages may apply to the Pan-American Health Organization, Regional Office of the World Health Organization, 525 23rd Street, N.W., Washington, D.C: 20037. Some of these positions are in other countries.

Nursing Positions

These are available in various U.S. Air Force, Army, and Navy bases overseas. The nurse receives training for two years in the United States. She is then commissioned a captain and is eligible for overseas duty. For the areas in which there are opportunities for nurses, see the Dependents Schools of the Department of Defense under *Teaching* in this handbook.

The average earnings of a beginning nurse who holds the registered nurse certificate are about $100 per week.

A knowledge of Latin is helpful in understanding directions and reading prescriptions. Many good nursing schools require a knowledge of a foreign language for admission. A nurse who works for a social service agency can in many instances make use of foreign language skills. It is recommended that those people training to be nurses complete at least the baccalaureate program with a major in nursing.

Application for the position of nurse with the Foreign Service Staff should be made directly to the Foreign Service. The basic requirements are twenty to twenty-five years of age, single marital status, and two years experience. It is desirable to have the B.S. degree. A degree is also required for administrative and teaching positions in the Foreign Service. Men are not accepted as nurses with the Foreign Service.

The Foreign Service of the United States needs nurses for overseas positions. Employment is at the FSS-9 level.

Clinical and Public Health nurses who work with Indian Health Programs very often also serve as teachers of English to Indians.

The United States Public Health nurse can be employed either as a member of the Commissioned Corps or of the Civil Service and has opportunities in science and research, dentistry, engineering (civil, sanitary, etc.), pharmacy, or management and administration. The nurse also works in United States Public Health hospitals and in the United States Indian and Alaska Native hospitals. Tax-free quarters, subsistence allowances, medical and dental care, and thirty days' leave are among the benefits offered.

Write the National League for Nursing, Committee on Careers, 10 Columbus Circle, New York, New York 10019.

Health Educators and Medical Services

The YMCA has work projects in Latin-America, Ethiopia, India, Yugoslavia, Greece, and in youth camps in the Soviet Union. Medical science and engineering students form special groups (see Appendix A for address).

Protestant missions are interested in employing health educators, as well as physical and occupational therapists. The health educator needs a bachelor's degree (with emphasis on the sciences), a Master of Science degree in public health, and six months' field experience.

The American Red Cross needs volunteers to work in military hospitals and other institutions (see Appendix A for address).

The National Association for Mental Health has openings for student volunteers to work with professionals in the mental health field. This association is located at 43 West 61st Street, New York, New York 10023.

Home Economics

The home economist who understands foreign languages, especially French, will find that he (or she) is qualified for many positions. Language knowledge in this field can be useful in reading foreign publications, understanding foreign and domestic culinary [illegible], and in other related work.

Hotels and Restaurants

A foreign language can be very helpful to a hotel administrator, manager, or captain (*maitre d'hotel*) in a hotel or restaurant. The cuisine in most countries has considerable French terminology. In addition, a knowledge of French on the part of the administrator in a hotel or restaurant adds to the prestige of the establishment. Restaurant and hotel executives often attend special schools, such as those in Geneva, Switzerland, where French is used.

In many large cities—New York, for example—Spanish is needed to work with the Spanish-speaking employees in restaurants and hotels.

Quite a number of universities have schools of hotel administration. Cornell University provides the student with thorough professional training for executive positions.

The different types of hotels are: transient (commercial), residential, or resort. Transient hotels make up 75 percent of all types.

For any one of the supervisory or management positions in a hotel, the following are some necessary attributes: willingness to work long and irregular hours, a flair for decor and economic management, a discriminating palate, a personable appearance, and a liking for people.

To accumulate experience and background it is advisable to start by working at various kinds of hotels.

Address your letter of application to the manager of the hotel. For work in summer resort hotels, start applying in April. For work during the winter season, start applying in October.

In urban areas the manager of a section or department in a hotel can earn as much as $500 per week, a substantial amount of which comes from tips. The manager is often rotated to large overseas hotels.

Other positions in hotels are the club manager, the maître d'hôtel, food director, steward, reservations manager, executive secretary, superintendent of services, social director, and host or hostess.

For additional information write the Council on Hotel, Restaurant, and Institutional Education, Statler Hall, Ithaca, New York 14850; or the American Hotel and Motel Association, 888 Seventh Avenue, New York, New York 10019.

Miscellaneous Areas and Agencies

French, Italian, and Spanish are particularly helpful to singers and musicians. Today, audiences are not only sophisticated musically but are language conscious as well. For this reason the singer or musician who lacks language knowledge would find himself considerably handicapped.

Languages are also used by foreign correspondents, legal advisers, child welfare specialists, engineers, nurses in ethnic areas, and claims representatives.

In advertising many positions relate to publications that have offices in other countries. These positions were reported in the twenty-sixth annual export advertising issue (1962) of *Export Trade.* This publication also publishes a list of *One Hundred Five U.S. Publications Whose Principal Circulation Is in Foreign Trade.*

Executive officers in the foreign sections of many banks are qualified in at least one foreign language. One of the very large banks that has twenty-nine overseas offices and handles over 50,000 communications a month has a staff of thirty-five persons who are fluent in two foreign languages. In banking, French, Spanish, German, Italian, and Portuguese are most useful.

The larger banks, with overseas branches, may have broader opportunities for advancement. Banks offer liberal fringe benefits and there is a certain amount of prestige attached to working for them. For information, contact: The American Bankers Association, 90 Park Avenue, New York, New York 10016.

Agencies Interested in International Affairs

Directories of American agencies and organizations interested in international affairs can be found in most libraries. The Foreign Policy Association World Affairs Book Center and the Council on Foreign Relations, Inc. (see addresses in Appendix A) can often supply such information. These organizations have a limited need for translators, interpreters, secretaries, and research assistants.

The following organizations have done significant work in international affairs:

1. American Council of Learned Societies (see address in Appendix A).
2. Common Council for American Unity, 20 West 40th Street, New York, New York 10018.
3. Free Europe, Inc., 2 Park Avenue, New York, New York 10016.

Functions carried out by these agencies include translation programs, supplying information relative to immigration procedures, awarding grants for overseas study, broadcasting foreign language programs, and publishing materials for language study.

Social Service

The Red Cross and CARE

These two organizations use teachers and administrators to work overseas. College training is required.

Transportation costs overseas are paid under a two-year contract. Experience in working for a social agency is required.

Missions and Other Organizations

For positions with missions overseas the worker may have to meet certain religious requirements.

Christian missions are often in need of medical-social workers, teachers, and administrators. This type of work involves service in underdeveloped countries. A degree and two years formal training are required. Quarters, medical care, and food are usually given, in addition to a modest salary. The contract term is usually five years. Some missions also employ case aides for overseas positions. Contact: International Voluntary Service, the African-American Institute, and the National Council of Churches (addresses in Appendix A).

In a metropolitan area such as New York City, a social worker who speaks Spanish would be assigned to a Spanish-speaking area. Thus, the social worker would find knowledge of a language skill most helpful.

For further information write the National Association of Social Workers, 2 Park Avenue, New York, New York 10016.

Organizations such as the *National Jewish Welfare Board*, 15 East 26th Street, New York, New York 10010, and the

Salvation Army, National Headquarters, 120 West 14th Street, New York, New York 10011, require the services of those who have college training and experience in social work, education, and related fields.

Salaried summer jobs for social science students are available through the *National Commission for Social Work Careers*, 2 Park Avenue, New York, New York 10016. In addition, interested individuals may attend seminars on social work developments and affairs. These seminars are conducted by professionals who are specialists in different fields.

The *American Council for Nationalities Service*, 20 West 40th Street, New York, New York 10018, uses the services of translators and interpreters in various languages through the *International Institutes*, which are located in large cities. These institutes help immigrants get established in this country by advising them on problems of immigration and naturalization and by offering training in English. Free services include job placement. The institutes are supported by United Funds and membership dues. The Detroit staff of the *International Institutes* has competence in twenty languages.

The *Chicago Park Department* operates over 200 field houses and 100 play lots in neighborhoods where there are different ethnic groups. Many of the employees in these field houses and play lots are bilingual and are thus better able to serve these neighborhoods. For information on employment in the various parks write the *State Park Service* in your state capital, or write the *National Park Service*, U.S. Department of the Interior, Washington, D.C. 20240.

The *New York Association for New Americans, Inc.*, a private agency that helps immigrants, needs case workers, counselors, and supervisors with language skills.

APPENDIX A

Addresses of Agencies Involved in the Foreign Language Field

African-American Institute, 833 United Nations Plaza, New York, New York 10017

American Council for Emigrés in the Professions, Inc., 345 East 46th Street, New York, New York 10017

American Council for Nationalities Services, 20 West 40th Street, New York, New York 10018

American Council of Learned Societies, 345 East 46th Street, New York, New York 10017

American Council on Education, Inter-American Schools Service, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036

American Council on the Teaching of Foreign Languages/Modern Language Association, 62 Fifth Avenue, New York, New York 10011

American Federation of Teachers, 1012 14th Street, Washington, D.C. 20005

American Field Service, 313 East 43rd Street, New York, New York 10017

American Jewish Committee, 165 East 56th Street, New York, New York 10022

The American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20009

American Red Cross, 150 Amsterdam Avenue, New York, New York 10023

American Translators Association, P.O. Box 129, Croton-on-Hudson, New York 10520

Asia Foundation, 20 West 42nd Street, New York, New York 10016

Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

Committee for American Relief Everywhere (CARE), 660 First Avenue, New York, New York 10016

Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

Council on Foreign Relations, Inc., 58 East 68th Street, New York, New York 10021

Council on International Educational Exchange, 777 United Nations Plaza, New York, New York 10017

Educational Testing Service, Princeton, New Jersey 08540

ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210

Ford Foundation, 320 East 43rd Street, New York, New York 10017

Foreign Policy Association, World Affairs Book Center, 345 East 46th Street, New York, New York 10017

Institute of International Education, 809 United Nations Plaza, New York, New York 10017

Institute of Modern Languages, 2622-24 Pittman Dr., Silver Spring, Maryland 20910

International Council for Educational Development, 680 Fifth Avenue, New York, New York 10019

International Schools Services, Director, 392 Fifth Avenue, New York, New York 10018

International Voluntary Service, 1903 N Street, N.W., Washington, D.C. 20036

Latin-American Institute, 292 Madison Avenue, New York, New York 10017

Modern Language Association of America, Materials Center, 62 Fifth Avenue, New York, New York 10011

National Association for Foreign Student Affairs (NAFSA), 1860 19th Street, N.W., Washington, D.C. 20009

National Catholic Educational Association, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036

National Council of Churches, Overseas Personnel Section, Division of Overseas Ministries, 475 Riverside Drive, New York, New York 10027

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

National Lutheran Council, Secretary, World Service Department, 50 Madison Avenue, New York, New York 10010

Near East College Association, Inc., 305 East 45th Street, New York, New York 10017

Near East Foundation, 54 East 64th Street, New York, New York 10021

Pan-American Union, 17th and Constitution Avenues, N.W., Washington, D.C. 20006

Students Abroad, 720 West 170th Street, New York, New York 10032

United Nations, 833 UN Plaza, New York, New York 10017

UNESCO Publications Center, P.O. Box 433, New York, New York 10016

U. S. National Student Association, 420 Lexington Avenue, New York, New York 10017

YMCA, 291 Broadway, New York, New York 10007

YWCA, 600 Lexington Avenue, New York, New York 10022

APPENDIX B

General Schedule (GS) – Federal Employment
Salaries for Government Employees

The following are the current entrance salary rates:

GS Level	*Annual Salary*
GS 1-4	$ 4,798
GS 5-8	$ 7,694
GS 9-11	$11,614
GS 12-18	$16,682

The following shows the GS levels at which the various types of federal positions are found:

	Grade Level Distribution
Foreign Affairs	GS-9 through 15
International Relations	GS-11 through 15
Intelligence Research	GS-7 through 14
Military Intelligence Research	GS-7 through 14
Translators	GS-5 through 11
Clerk Translators	GS-4 through 6
Interpreters	GS-5 through 7
Scientific Linguists	GS-9 through 12
Librarians	GS-5 through 12
Museum Personnel	GS-7 through 11
Archivist	GS-7 through 9
Information and Editorial	GS-4 through 14
Motion Pictures, Radio, and Television	GS-4 through 13
Immigration Inspector	GS-8 through 11

Representative Salary Schedule for Public Elementary and High School Teachers East Coast Metropolitan Area (1975)

Prior Experience	*Bachelor's*	*Bachelor's + 18 hours**	*Master's*	*Master's + 30 hours**	*Doctorate**
Step	B	B + 18	M	M + 30	D
1	$9,383.	$9,621.	$10,002.	$10,585.	$11,257.
2	9,748.	10,034.	10,447.	11,035.	11,702.
3	10,140.	10,341.	10,865.	11,591.	12,120.
4	10,696.	10,955.	11,427.	12,041.	12,682.
5	11,225.	11,368.	12,009.	12,459.	13,126.
6	11,649.	11,787.	12,427.	12,904.	13,576.
7	12,067.	12,401.	12,819.	13,349.	14,021.
8	12,390.	12,623.	13,211.	13,799.	14,466.
9	12,819.	13,036.	13,772.	14,355.	14,916.
10	13,380.	13,434.	14,302.	14,805.	15,361.
11	13,832.	13,832.	14,747.	15,276.	15,811.
12	14,275.	14,275.	15,197.	15,726.	16,229.
13	14,693.	14,693.	15,700.	16,203.	16,674.
14	15,213.	15,291.	16,330.	16,759.	17,092.

Full or partial credit may be given for prior years of experience.

A certain number of years of military service is creditable.

Additional benefits such as health insurance premiums and partial or full reimbursement of tuition for courses taken may be paid in some school districts. Longevity pay and sabbaticals may also be given.

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*The usual stipulation is that these additional hours beyond the degree must be in the individual's teaching field (the field in which he is certified) in order to qualify for the additional salary. If these hours are in a related field or in Education, the teacher often cannot qualify for this additional salary. The teacher is advised to obtain information relative to this from the superintendent of schools.

APPENDIX C

Professional Journals

(For the addresses of additional journals, write the Modern Language Association.)

American Foreign Language Teacher, P.O. Box 7800, Detroit, Michigan 48207

Canadian Modern Language Review, Ontario Modern Language Teacher's Association, Toronto, Ontario, Canada

Classical Outlook, American Classical League, Miami University, Oxford, Ohio 45056

Foreign Language Annals, Journal of the American Council on the Teaching of Foreign Languages, 62 Fifth Avenue, New York, New York 10011

French Review, American Association of Teachers of French, 59 East Armory Street, Champaign, Illinois 61820

German Quarterly, American Assocation of Teachers of German, 339 Walnut Street, Philadelphia, Pennsylvania 19106

Hispania, American Assocation of Teachers of Spanish and Portuguese, Wichita State University, Wichita, Kansas 67208

International Review of Applied Linguistics in Language Teaching, Julius Groos Verlag, D-6900 Heidelberg 1, Hertzstrasse 6, P.O. Box 629, West Germany

Italica, 601 Casa Italiana, Columbia University, New York, New York 10027

Journal-Newsletter of the Association of Teachers of Japanese, 2505A Yale Station, New Haven, Connecticut 06520

Journal of the Chinese Language Teachers Association, Dr. Winston Yang, Seton Hall University, South Orange, New Jersey 07079

Language, Linguistic Society of America, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036

Language Learning: A Journal of Applied Linguistics, 2001 North University Building, University of Michigan, Ann Arbor, Michigan 48104

Linguistic Reporter, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virgina 22209

Modern Language Journal, Wallace G. Klein, 13149 Cannes Drive, St. Louis, Missouri 63141

PMLA (Publications of the Modern Language Association of America), 62 Fifth Avenue, New York, New York 10011

Slavic and East European Journal, University of Wisconsin Press, Journals Department, Box 1379, Madison, Wisconsin 53701

TESOL Quarterly, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007

APPENDIX D

Representative Foreign Language Newspapers Published in the United States

Newspaper	*Language*	*Where Published*
Al-Hoda	Arabic	New York, New York
Amerikai Magyar	Hungarian	Chicago, Illinois
Athenai	Greek	Detroit, Michigan
California Freie Press	German	San Francisco, California
China Tribune	Chinese	New York, New York
Denni Hlasatel	Czechoslovakian	Chicago, Illinois
De Wachter	Dutch	Grand Rapids, Michigan
Diario de Noticias	Portuguese	New Bedford, Massachusetts
Die Zeit	German	New York, New York
Draugas	Lithuanian	Chicago, Illinois
Drych	Welsh	Milwaukee, Wisconsin
Dziennik Zwiazkowy	Polish	Chicago, Illinois
El Diario-La Prensa	Spanish	New York, New York
Fresno-Asbarez	Armenian	Fresno, California
Gazette van Detroit	Flemish	Detroit, Michigan
Greek Press	Greek	Chicago, Illinois
Il Progresso Italo-American	Italian	New York, New York
Industrialist	Finnish	Duluth, Minnesota
L'Action	French	Manchester, New Hampshire
La Gaceta	Spanish, Italian, and English	Tampa, Florida
Laiks	Latvian	Brooklyn, New York
La Opinion	Spanish	Los Angeles, California
Le Californien	French	San Francisco, California
Le Travailleur	French	Worcester, Massachusetts
Makedonska Tribuna	Bulgarian	Indianapolis, Indiana
Mycologia	Latin	New York, New York
New China Daily Press	Chinese	Honolulu, Hawaii
New Korea	Korean	Los Angeles, California
Nordisk Tidende	Norwegian, Danish	Brooklyn, New York
Novoye Russkoye	Russian	New York, New York
Ostfriesen Zeitung	Frisian	Wall Lake, Iowa
Prosveta	Yugoslavian	Chicago, Illinois
Rafu Shimpo	Japanese and English	Los Angeles, California
Raivaaja	Finnish	Fitchburg, Massachusetts
Staats-Zeitung und Herold	German	New York, New York

Svea	Swedish	Worcester, Massachusetts
Svenska Amerikanaren Tribunen	Swedish	Chicago, Illinois
Svoboda	Ukrainian	Jersey City, New jersey
Testveriseg	Hungarian	Washington, D.C.
The Truth	Carpatho-Russian and English	Philadelphia, Pennsylvania
Uus Ilm	Estonian	New York, New York

The Christian Science Monitor publishes articles in foreign languages.

Foreign Language Magazines

French

L'Express, available from Howard Publications, 1475 Broadway, New York 10036

Paris-Match, available from the French Book Guild, 11-03 46th Avenue, Long Island City, New York 11101

Plaisir de France, available from Librairie de France, 610 Fifth Avenue, New York, New York 10020

Réalités, Réalités in America, Inc., 301 Madison Avenue, New York, New York 10017

Sonorama, available from the French Book Guild, 11-03 46th Avenue, Long Island City, New York 11101

German

Merkur	available from German Languages Publications, Inc., 75 Varick Street, New York, New York 10013
Der Spiegel	
Der Stern	
Westermann's	

Italian

Il Mondo, Italian Publications, 1475 Broadway, New York, New York 10036

Spanish

Mundo Hispánico, Roig Spanish Books, 576 Sixth Avenue, New York, New York 10009

Visión: Revista Internacional, available from Arthur C. Croft Publications, 100 Garfield Avenue, New London, Connecticut 06320

Swedish

Ord Och Bild, available from Natur och Kultur, Torsgatan 31, Stockholm, Sweden

The American-Swedish Monthly, Swedish Chamber of Commerce of the U.S.A., 8 East 69th Street, New York, New York 10021

Multilingual Magazines and Newspapers

Quinto Lingo, Rodale Press, Inc., 33 East Minor Street, Emmaus, Pennsylvania 18049, publishes in German, Spanish, French, Italian, and Russian (with occasional articles in various other languages).

Reader's Digest, Pleasantville, New York 10570, has editions of its magazine in many languages.

Student Language Magazines

The following foreign language magazines can be used by students.

French

Quoi de Neuf, published by American Educational Publications, Xerox Company, Educational Center, Columbus, Ohio 43216, monthly, October through May.

Feu Vert, published monthly, from February through May. (Obtain from the above publisher.)

Passe Partout (intermediate or advanced), published monthly, October through May. (Obtain from the above publisher.)

German

Das Rad, 900 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Published nine times a year.

Schuss, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Der Roller, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Spanish

(Publications listed below are available from American Educational Publications at the above address.)

Adelante, Level II or III of the language, published monthly, October through May, for intermediate students.

Chispa, for beginners, published monthly, February through May.

Lazarillo, for intermediate and advanced students, published monthly, October through May.

APPENDIX E

Booksellers

1. Adler's Foreign Books, Inc., 162 Fifth Avenue, New York, New York 10010
2. Bowker East Asian Library, 1716 Gouldin Road, Oakland, California 94611
3. Cavalli Italian Book Store, 1441 Stockton Street, San Francisco, California 94133
4. China Books and Periodicals, 2929 24 Street, San Francisco, California 94110
5. Czechoslovak Music and Book Shop, 1363 First Avenue, New York, New York 10021
6. Deutsche Buchhandlung (German Book Store), 4762 Melrose Avenue, Los Angeles, California 90029
7. Flusbergis Hebrew Book Store, 1276 47th Street, Brooklyn, New York 11219
8. Four Continent Book Corporation, 156 Fifth Avenue, New York, 10010
9. French Book Guild, 11-03 46th Avenue, Long Island City, New York 11101
10. French Book House, 796 Lexington Avenue, New York, New York 10021
11. French and European Publications, Inc. (Librairie de France), 610 Fifth Avenue, New York, New York 10020
12. Howerla-Ukrainian Book Store, 238 East 6th Street, New York, New York 10003
13. Hutchins Oriental Books, 1603 Hope Street, Box 177, South Pasadena, California 91031
14. Ibero American Books, 250 West 106 Street, New York, New York 10025
15. Irish Book Shop, 831A Lexington Avenue, New York, New York 10021

16. Novoye Russkoye Slovo Bookstore, 243 West 56 Street, New York, New York 10019

17. Polish American Book Company, 1136 Milwaukee Avenue North, Chicago, Illinois 60622

18. Roig Spanish Books, 208 West 14 Street, New York, New York 10011

19. Mary S. Rosenberg, 100 West 72 Street, New York, New York 10023

20. Russian Book Store, 443 Balboa, San Francisco, California 94118

21. Wible Language Institute, 24 South Eighth, Allentown, Pennsylvania 18105

Book Publishers

Center for Curriculum Development, 401 Walnut Street, Philadelphia, Pennsylvania 19106

Dell Publishing Company, Lowell Language Library, 1 Dag Hammarskjold Plaza, New York, New York 10017

Dover Publications, 180 Varick Street, New York, New York 11014

Fawcett World Library, 67 West 44th Street, New York, New York 10036

Gessler Publishing Company,* 131 East 23rd Street, New York, New York 10010

Hachette, Inc., 2 Park Avenue, New York, New York 10016

Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017

W. Heffer and Sons, Ltd., 20 Trinity Street, Cambridge, England CB 23 NG

Holt, Rinehart, and Winston, 383 Madison Ave., New York, New York 10017

Humanities Press, Atlantic Highlands, New Jersey 07716

Joles Products, Inc., 33 Union Square West, New York, New York 10003

David McKay Company, Inc., 750 Third Avenue, New York, New York 10017

McGraw-Hill Book Company, Hightstown, New Jersey 08520

Newberry House Publishers, Rowley, Massachusetts 01969

Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016

Research Center for the Language Services, Indiana University, 516 East Sixth Street, Bloomington, Indiana 47401

Simon and Schuster, Inc., 1 West 39th Street, New York, New York 10018

Stechert-Hafner, Inc., 31 East 10th Street, New York New York 10003

Summer Institute of Linguistics, Inc., P.O. Box 1960, Santa Ana, California 92702

Frederick Ungar Publishing Company, Inc., 131 East 23rd Street, New York 10010

Wible Language Institue, 24 South 8th Street, P.O. Box 870, Allentown, Pennsylvania 18105

APPENDIX F

Record, Tape, and Film Distributors

1. Brandon Films, Inc., Department MLA, 221 West 57th Street, New York, New York 10019 (Films in French, German, Spanish, Russian, and Italian are available.)
2. Educational Materials Division (EMC), 180 Sixth Street, St. Paul, Minnesota 55101 (tapes and discs, German and French)
3. Folkways Records and Service Corporation, 165 West Fourth Street, New York, New York 10036
4. Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017
5. International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois 60604
6. Living Language Courses, 419 Park Avenue, New York, New York 10016
7. Lorraine Music Company, P.O. Box 4131, Long Island City, New York 11104
8. Modern Mass Media, Inc., 315 Springfield Avenue, Summit, N.J. 07901
9. W. Schwann, Inc., 137 Newberry Street, Boston, Massachusetts 02116, publishes the Semi-Annual Supplement, Record, and Tape Guide, with a section on "Language Instruction."

In addition to the above distributors, the consulates of various countries supply films and visual materials. The French Cultural Services in the U.S., 972 Fifth Avenue, New York, New York 10021, supplies visuals and other aids for the study of French.

APPENDIX G

Colleges that Maintain Language Houses

Beloit College, Beloit Wisconsin 53511
Boston University, 755 Commonwealth Ave., Boston, Massachusetts 02215
Bryn Mawr College, Bryn Mawr, Pennsylvania 19010
Bucknell University, Lewisburg, Pennsylvania 17837
California, University of, 8th and Canyon Crest, Riverside, California 92507
Chatham College, Woodland Road, Pittsburgh, Pennsylvania 15232
Christian College, Columbia, Missouri 65201
Colby College, Waterville, Maine 04901
Colorado, University of, Boulder, Colorado 80302
Delaware, University of, Newark, Delaware 19711
Douglass College, New Brunswick, New Jersey 08903
Elmira College, Elmira, New York 14901
Fordham University, East Fordham Road, New York, New York 10458
Georgian Court College, Lakewood, New Jersey 08701
Goucher College, Dulaney Valley Road, Baltimore, Maryland 21204
Haverford College, Haverford, Pennsylvania 19041
Hood College, Frederick, Maryland 21701
Indiana, University of, Bloomington, Indiana 47401
Louisiana State University, Baton Rouge, Louisiana 70803
Mary Washington College, Fredericksburg, Virginia 22401
Middlebury College, Middlebury, Vermont 05753
Minnesota, University of, Minneapolis, Minnesota 55314
Mount Holyoke College, South Hadley, Massachusetts 01075
North Carolina, University of, Chapel Hill, North Carolina 27514
Oberlin College, Oberlin, Ohio 44074

Ohio University, Athens, Ohio 45701
St. Johns College, Camarillo, California 93010
St. Lawrence University, Canton, New York 13617
Smith College, Northampton, Massachusetts 01060
Swarthmore College, Swarthmore, Pennsylvania 19081
Trinity College, Michigan Ave. and Franklin, N.E., Washington, D.C. 20017
Wellesley College, Wellesley, Massachusetts 02181
Western College For Women, Oxford, Ohio 45056
Wisconsin, University of, Madison, Wisconsin 53706
Wittenburg University, Spring, Ohio 45501
Wooster, College of, Wooster, Ohio 44691

APPENDIX H

Directory of State Foreign Language Newsletters

This listing is reprinted with the permission of the Modern Language Association of America. The number of probable issues and the average gross circulation figure for each issue appear in parentheses. *No ans.* indicates information was not supplied.

Alabama

Foreign Languages, Alabama (2—500). Joanna Breedlove Crane, State Dept. of Education, Montgomery 36104

Alaska

Alaska FL Newsletter (2—150). Gottfried Stevahn, P.O. Box 246, Anchorage 99510

Arizona

Arizona Foreign Language Association Gadfly (4—200). Royal Tinsley, Dept. of German, Univ. of Arizona, Tucson 85721

Arizona Foreign Language Teachers' Forum (4—1,500). Frank Chambers, Dept. of Romance Languages, Univ. of Arizona, Tucson 85721

Arkansas

Arkansas Foreign Language Newsletter (4—725). Wilma Jimerson, State Dept. of Education, Little Rock 72201

California

FLAGS Newsletter (4—1,000). Rosabianca LoVerso, Dept. of French, Italian, and African Languages, Calif. State Univ., Sacramento 95819

FL Newsletter (5—2,000). Robert A. Landen, County Dept. of Education, 6401 Linda Vista Rd., San Diego 92111

Forum [Modern and Classical Language Association of Southern California] (6—2,000). E. Jules Mandel, Los Angeles Unified School District, Instructional Planning Division, A-319, 450 North Grand Ave., Los Angeles 90012

Newsletter, California Foreign Language Teachers Association (3—10,000). Susan Lister, P.O. Box 5995, San Jose 95150

Northern California Foreign Language Newsletter (4—2,500). Cecilia Ross, Dept.

of Italian, Univ. of California, Berkeley 94720

Colorado

PEALS (3—2,000). Lynn Sandstedt, Dept. of Foreign Languages, Univ. of Northern Calif., Greeley 80639

Connecticut

Connecticut Foreign Language News Exchange (5—2,000). Yolande Petrin, 43 Westbrook Road, W. Hartford 06107

Delaware

Univ. of Delaware, Dept. of Languages and Literature Newsletter (2—150). Anne W. Williams, Dept. of Languages and Literature, Univ. of Delaware, Newark 19711

District of Columbia

Greater Washington (D.C.) Association of Teachers of Foreign Languages Newsletter (3—1,200). George Dubois, Landon School, Bethesda, Maryland 20034

Florida

The Florida FL Association Newsletter (5—500). Ernest A. Frechette, Dept. of Foreign Language Education, 1418 W. Call St., Florida State Univ., Tallahassee 32306

The Florida FL Reporter (2—3,500). Alfred C. Aarons, 801 N.E. 177th St., North Miami Beach 33162

Georgia

Foreign Language Beacon (3—2,750). Shubael Beasley, Foreign Language Dept., Georgia State Univ., 33 Gilmer Street, S.E., Atlanta 30303

Hawaii

The Hali Newsletter, Lorin Shishido, UHS, College of Education, Univ. of Hawaii, Honolulu 96822

Illinois

Bulletin of the Illinois Foreign Language Teachers Association (2—400). James McKinney and Robert Boyd, Western Illinois Univ., Dept. of Foreign Languages, Macomb 61455

FL Newsletter (4—4,000). Editor, 4080 FLB, Univ. of Illinois, Urbana 61801

Indiana

The Dialog (9—2,400). Lorraine A. Strasheim, 317A Memorial West, Indiana Univ., Bloomington 47401

IFLTA News (2—2,500; 1—500). Alan Garfinkel, Dept. of Modern Languages, Purdue Univ., West Lafayette 47907

Iowa

Iowa Foreign Language Bulletin (3—2,000). Charles Connell, Cornell Coll., Mount Vernon 52314

Kansas

Bulletin of the Kansas Foreign Language Association (4—200). Robert Coon, Dept. of Foreign Languages, Kansas State Univ., Manhattan 66502

Kentucky

The Bluegrass Bulletin (2—1,000). P. Aloysius Thomas, Dept. of Modern Languages, Univ. of Louisville, Louisville 40208

Maine

Maine Foreign Language Newsletter (2—1,700). Robert N. Rioux, 201 Little Hall, Univ. of Maine, Orono 04473

Maryland

Maryland Foreign Language Association Newsletter (3—1,500). John Stansberry, P.O. Box 31, Chewsville 21721

Massachusetts

Massachusetts Foreign Language Bulletin (2—2,000). William Cuneo, Holyoke State Coll., Holyoke 01040 and Richard W. Newman, Boston State Coll., Boston 02115

Michigan

Michigan Foreign Language Newsletter (3—600). Herman U. Teichert, Dept. of Modern and Classical Languages, Western Michigan U., Kalamazoo 49001

Foreign Language Courier (2—1,000). The Secretary, 2003 Modern Languages Building, Univ. of Michigan, Ann Arbor 48104

Minnesota

Minnesota Language Review. Helen Jorstad, 224 Peik Hall, U. of Minnesota, Minneapolis 55455

Mississippi

Mississippi Language Crusader (3—275). Jack Davis Brown, Dept. of Modern Languages, Univ. of Mississippi, University 38677

Missouri

Show-Me, News and Views (2—1,700). David A. Law and Lon Pearson, Dept. of Humanities, U. of Missouri, Rolla 65401

Montana

MALT Bulletin (4—300). O. W. Rolfe, Dept. of Foreign Languages, Univ. of Montana, Missoula 59801

Nebraska

FL Nebraska (2—800). Anthony Jung, U. of Nebraska, Box 688, Omaha 68101

Nevada

Tape Hiss (3—600). Robert Gilman, Coll. of Education, Univ. of Nevada, Reno 89507

New Hampshire

The New Hampshire Polyglot (4—1,500). William Forbes and Barbara Wing, Dept. of Spanish and Classics, U. of New Hampshire, Murkland Hall, Durham 03824

New Jersey

New Jersey Foreign Language Notes (4—1,200). Charles Zecher, New Providence High School, New Providence 07974

New Mexico

Foreign Language News Bulletin (no ans.), Henry Pascual, State Dept. of Education, Santa Fe 87501

New York

Language Association Bulletin (5—2,000). Anthony Papalia, State U. of New York, Buffalo 14214

FLACS Newsletter (4—275). Samuel A. Goldberg, Hicksville Sr. High School, Hicksville 11801

Language Methods Newsletter (2-3—250). Edward L. Kruse, Jr., Canisius Coll., Buffalo 14208

North Carolina

Foreign Language Newsletter (2—2,500). Tora T. Ladu, State Dept. of Public Instruction, Raleigh 27607

North Carolina Foreign Language Teacher. Dr. Russell Reynolds, North Carolina State U., Poe Hall, Raleigh 27607

North Dakota

FLAND News (3—450). Herbert Boswau, Box 8198, U. of North Dakota, Grand Forks 58201

Ohio

The Cardinal (3—5,600). Reid Baker, P.O. Box 8580, Columbus 43215

Oklahoma

OFLTA News (3—550). Lois Ellsworth, 1815 Hillcrest Dr., Bartlesville 74003

Oregon

Oregon Association of FL Teachers Spectrum (4—250). Doris McLean, Dept. of Modern Languages, Oregon State Univ., Corvallis 97331

Pennsylvania

Bulletin of the Pennsylvania State Modern Language Association (2—900). Theodore H. Rupp, Millersville State Coll., Wickersham Hall, Millersville 17551

Rhode Island

Rhode Island Foreign Language Gazette (3—*no ans.*). Jean Hyland, Univ. of Rhode Island, Kingston 02881

South Carolina

The Communicator, Nina

Broome, Rock Hill High School, Rock Hill 29730

South Dakota

Language Round Table Bulletin of South Dakota (3—450). Alexander D. Hartman, Dept. of Modern Foreign Languages, Univ. of South Dakota, Vermillion 57069

Tennessee

Newsletter of the Tennessee Foreign Language Teachers Association. Lee Shaw, The Baylor School, P.O. Box 1337, Chattanooga 37401

Texas

Bulletin of the Texas Foreign Language Association (4—1,000). Carlos H. Monsanto, Dept. of Spanish, Univ. of Houston, Houston 77004

Utah

Foreign Language Speaker (5—800). T. Wendell Jackson, 246 McKay Bldg., Brigham Young U., Provo 84602

Vermont

Bulletin of the Vermont FL Teachers Association (2—300). Helen Cunningham, Main Street, Richmond 05477

Washington

The WAFLT Forum (3—800). David P. Benseler, Editor, Dept. of Foreign Languages and Literatures, Washington State U., Pullman 99163

West Virginia

West Virginia Foreign Language News (3—1,000). Helen V. Saunders, State Dept. of Education, Bldg. 6, Room 318, Capitol Bldg., Charleston 25305

Wisconsin

The WAFLT Bulletin (2—2,000). Sam Welty, 3037 Education-Psychology Bldg., Wisconsin State Univ., Whitewater 53190

Wyoming

The Lasso: Wyoming Foreign Language Bulletin (3—150). Laurence W. Cor, 233 Hoyt Hall, Univ. of Wyoming, Laramie 82071

APPENDIX I

Directory of State Foreign Language Supervisors

The following current list of State Foreign Language Supervisors has been prepared by the American Council on the Teaching of Foreign Languages with the cooperation of the National Council of State Supervisors of Foreign Languages. It is reprinted with permission of the council.

Alabama

Joanna Breedlove Crane, State Dept. of Education, Montgomery 36104

Alaska

Jean Harlow, Pouch F, Alaska Office Bldg., Juneau 99801

Arizona

J. Oscar "Rocky" Maynes, Jr., Deputy Associate Supt., Compensatory Education, ADE, 1535 W. Jefferson Ave., Phoenix 85007

Arkansas

Wilma Jimerson, State Dept. of Education, Little Rock 72201

California

John P. Dusel, State Dept. of Education, 721 Capitol Mall, Sacramento 95814

Connecticut

Kenneth A. Lester, State Dept. of Education, P.O. Box 2219, Hartford 06115

Delaware

Robert Zaetta, State Dept. of Education, Dover 19901

Florida

O. E. Perez, State Dept. of Education, Room 375, Knott Bldg., Tallahassee 32304

Georgia

Caro Harvey Feagin, State Dept. of Education, State Office Bldg., Atlanta 30334

Hawaii

Robert W. Cannady, Jr., State Dept. of Education, Honolulu 96804

Idaho

A.D. Luke, Program Administrator for Instructional Improvement, State Dept. of Education, Boise 83701

Illinois

Charles D. Jay, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield 62706

Judith Ratas, Office of the Superintendent of Public Instruction, 316 S. Second St., Springfield 62706

Indiana

Walter H. Bartz, Dept. of Public Instruction, 120 W. Market St., Indianapolis, 46204

Kansas
Charles E. Nicholson, State Dept. of Education, 120 E. 10th, Topeka 66612

Kentucky
Anthony L. Koester, State Dept. of Education, Frankfort 40601

Louisiana
Homer B. Dyess. State Dept. of Education, Baton Rouge 70804

Maine
Edward F. Booth, State Dept. of Education, Augusta 04330

Maryland
Ann A. Beusch, State Dept. of Education, P.O. Box 8717, BWI International Airport, Baltimore 21240

Massachusetts
Ernest J. Mazzone, State Dept. of Education, Boston 02111

Michigan
Judy Bauer, State Dept. of Education, Box 420, Lansing 48902

Minnesota
Percy Fearing, State Dept. of Education, St. Paul 55101

Mississippi
Augustine McPhail, State Dept. of Education, Box 771, Jackson 39205

Missouri
Richard L. King, State Coordinator of Curriculum, State Dept. of Education, P.O. Box 480, Jefferson City 65101

Montana
Duane Jackson, Office of Superintendent of Public Instruction, Helena 59601

Nebraska
Melvin L. Nielsen, State Dept. of Education, State Capitol Bldg., Lincoln 68508

Nevada
Merlin Anderson, State Dept. of Education, Carson 89701

New Hampshire
Robert R. Fournier, State Dept. of Education, 64 North Main Street—3rd Floor, Concord 03301

New Jersey
Paul Hilaire, State Dept. of Education, 225 W. State St., Trenton 08625

New Mexico
Henry W. Pascual, State Dept. of Education, Capitol Bldg., Santa Fe 87501

New York
Morton E. Spillenger, State Education Dept., Albany 12234

Laura B. Fernandez, State Education Dept., Albany 12234

Paul E. Dammer, State Education Dept., Albany 12234

North Carolina

Virgil Miller, State Dept. of Public Instruction, Raleigh 27607

José Infante, State Dept. of Public Instruction, Raleigh 27607

North Dakota

S. R. Lacher, State Dept. of Public Instruction, Capitol Bldg., Bismarck 58505

Ohio

Reid Baker, State Dept. of Education, 65 South Front Street, Columbus 43215

Oklahoma

Alfred Gage, State Dept. of Education, Oliver Hodge Memorial Education Bldg., 2500 North Lincoln, Oklahoma City 73105

Pennsylvania

David Chestnut, State Dept. of Education, Box 911, Education Bldg., Harrisburg 17126

Fannetta N. Gordon, State Dept. of Education, Box 911, Education Bldg., Harrisburg 17126

South Carolina

Beverly Enwall, State Dept. of Education, Rutledge Bldg. 810, Columbia 29201

South Dakota

Norris M. Paulson, State Dept. of Public Instruction, Pierre 57501 (Mr. Paulson is Director of Federal Programs. South Dakota does not have an FL Supervisor.)

Tennessee

John C. Gaines, State Dept. of Education, Nashville 37201

Texas

Clara F. Gregory, Texas Education Agency, Capitol Station, Austin 78711

Bobby W. LaBouve, Texas Education Agency, Capitol Station, Austin 78711

Utah

Elliott C. Howe, State Board of Education, 1400 University Club Bldg., 136 E. South Temple, Salt Lake City 84111

Vermont

Donn McCafferty, State Dept. of Education, Montpelier 05602

Virginia

Helen P. Warriner, State Dept. of Education, Richmond 23216

R. Marshall Brannon, State Dept. of Education, Richmond 23216

David E. Cox, State Dept. of Education, Richmond 23216

Washington

Keith D. Crosbie, State Dept. of Public Instruction, Olympia 98501

West Virginia

Helen V. Saunders, State Dept. of Education, Charleston 25305

Wisconsin

Frank M. Grittner, State Dept. of Public Instruction, 126 Langdon St., Madison 53702

Wyoming

A. Candace Noble, State Dept. of Education, Cheyenne 82001

District of Columbia

Julia B. Laroche, Supervising Director, Dept. of Foreign Languages, D.C. Public Schools, 415 12th St., N.W., Washington, D.C. 20004

Guam

Jean F. Barnes, Dept. of Education, Agana 96910

Marshall Bridge, Dept. of Education, Agana 96910

Panama Canal Zone

Clinton C. Carney, Jr., Division of Schools, Balboa Heights

Puerto Rico

Bethel M. Amaro, Dept. of Education, Hato Rey 00919

Virgin Islands

Alicia C. Ortiz, Dept. of Education, Box 779, St. Thomas

APPENDIX J

Professional Organizations

The following abridged list of professional organizations is reprinted with the permission of the Modern Language Association of America/American Council on the Teaching of Foreign Languages.

AMERICAN ASSOCIATION OF TEACHERS OF ARABIC—Frederic J. Cadora, Arabic Program, Ohio State U., Columbus, Ohio 43210

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH—Jean-Charles Seigneuret, Washington SU, Pullman, Washington 99163

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN—Cecelia C. Baumann, Oldenborg Center, Pomona College, Claremont, California 91711

AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN—Ernest Falbo, State University Coll. Buffalo, New York 14222

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES — Joseph Malik, Jr., Dept. of Russian; U. of Arizona, Tucson, Arizona 85721

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE—Kurt L. Levy, U of Toronto, Toronto 5, Ontario, Canada

AMERICAN CLASSICAL LEAGUE—Samuel Lieberman, Queens Coll. (CUNY), Flushing, New York 11367

AMERICAN COUNCIL OF UNCOMMONLY TAUGHT ASIAN LANGUAGES—Soenjono Dardjowidjojo, Dept of Indo-Pacific Languages, Univ. of Hawaii, Honolulu, Hawaii 96822

AMERICAN PHILOLOGICAL ASSOCIATION — Samuel Lieberman, Queens Coll. (CUNY), Flushing, New York 11367

ASSOCIATION DES PROFESSEURS FRANCO-AMERICAINS—François J. Martineau, 341 Fourth St., Fall River, Massachusetts 02721

ASSOCIATION OF DEPARTMENT OF FOREIGN LANGUAGES — Richard I. Brod, c/o MLA, 62 Fifth Avenue, New York, N. Y. 10011

ASSOCIATION OF TEACHERS OF ENGLISH AS A SECOND LANGUAGE (NAFSA) — *Chairman,* Gordon Ericksen, American Language Institute, New York Univ., New York, N.Y. 10003

ASSOCIATION OF TEACHERS OF JAPANESE — Sumako Kimizuka, Dept. of Asian Studies, University of S. California, University Park, Los Angeles, Calif. 90007

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES — William O. Clapper, 532 Water Oak Road, N.E., Roanoke, Virginia 24019

CHINESE LANGUAGE TEACHERS ASSOCIATION — John DeFrancis, Univ. of Hawaii, Honolulu, Hawaii 96822

CLASSICAL ASSOCIATION OF THE ATLANTIC STATES — Rudolph Masciantonio, President, Board of Education Bldg., Room 305, Philadelphia, Pennsylvania 19103

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH — W.W. de Grummond, Dept. of Classics, Florida State U., Tallahassee, Florida 32306

CLASSICAL ASSOCIATION OF NEW ENGLAND — Gloria S. Ducles, U. of Maine, Portland-Gorham, 96 Falmouth Street, Portland, Maine 04013.

CLASSICAL ASSOCIATION OF THE PACIFIC NORTHWEST — Winifred E. Weter, Seattle Pacific College, Seattle, Washington 98119

DEPARTMENT OF FOREIGN LANGUAGES, NATIONAL EDUCATION ASSOCIATION — George E. Smith, Univ. of California, Santa Barbara, Calif. 93106 (Inactive)

LINGUISTIC SOCIETY OF AMERICA — Wilga M. Rivers, French Dept., Harvard U., Cambridge, Massachusetts 02138

MIDDLE STATES ASSOCIATION OF MODERN LANGUAGE TEACHERS — John D. Yarboro, Area Language Studies Dept., U.S. Naval Academy, Annapolis, Md. 21402

MODERN GREEK STUDIES ASSOCIATION —

Anne Farmakides, McGill Univ., Montreal, Quebec, Canada

NATIONAL ASSOCIATION OF LANGUAGE LABORATORY DIRECTORS — James W. Dodge, Box 623, Middlebury, Vermont 05753

NATIONAL ASSOCIATION OF PROFESSORS OF HEBREW IN AMERICAN INSTITUTIONS OF HIGHER LEARNING — *President,* Emanuel Green, 246 Hillman Ave., Staten Island, New York 10314

NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES — Ann Beusch, 11700 Old Columbia Pike, Apt. 1107, Silver Spring, Maryland 20904

NEW ENGLAND FOREIGN LANGUAGE ASSOCIATION—A. David Kossoff, Brown University, Providence, Rhode Island 02912

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES — James W. Dodge, Box 623, Middlebury, Vermont 05753

PACIFIC NORTHWEST CONFERENCE ON FOREIGN LANGUAGES — *President,* Richard O. Whitcomb, Eastern Washington State Coll., Cheney, Washington 99004

ROCKY MOUNTAIN MODERN LANGUAGE ASSOCIATION — Wilson F. Wilmarth, Colorado State University, Fort Collins, Colorado 80521

SOCIÉTÉ DES PROFESSEURS FRANÇAIS EN AMÉRIQUE — André Maman, 3 College Rd., Princeton, New Jersey 08540

SOUTH ATLANTIC MODERN LANGUAGE ASSOCIATION — Joanna Breedlove Crane, State Office of Education, Montgomery, Ala. 36104

SOUTH CENTRAL MODERN LANGUAGE ASSOCIATION—James A. Castañeda, Rice Univ., Houston, Texas 77001

SOUTHERN CONFERENCE ON LANGUAGE TEACHING—George W. Wilkins, Jr., Language Laboratory, Tulane U, New Orleans, Louisiana 70118

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES — James E. Alatis, Georgetown Univ., Washington, D.C. 20007

APPENDIX K

Suggested Reading

Altman, Howard B., and Robert L. Politzer (eds.). *Proceedings of the Stanford Conference on Individualized Foreign Language Instruction.* Rowley, Massachusetts: Newberry House Publishers, 1970.

Birkmaier, Emma M. *Modern Languages.* In *Encyclopedia of Educational Research* (3rd ed.), New York: Macmillan, 1960.

Bloomfield, Leonard. *Language.* New York: Holt, Rinehart and Winston, 1963. Classic text on language by one of the founders of modern linguistic science in the United States.

Brooks, Nelson. *Language and Language Learning.* New York: Harcourt, Brace and World, 1960.

Carroll, John B. *Current Issues in Psycholinguistics and Second Language Teaching.* Educational Document Reproduction Service, ED 052 643. (See the section on "Educational Resources Information Center" in the Index.)

Chomsky, Noam. *Syntactic Structures.* The Hague: Mouton and Company, 1957. Treats the interconnections of linguistics, psychology, and philosophy.

Conant, James B. *The Education of American Teachers.* New York: McGraw-Hill Book Company, Inc., 1963. Dr. Conant discusses the certification of teachers, their academic background, and the nature of educational authority in the United States.

Ferguson, Charles, and William A. Stewart (eds.). *Linguistic Reading Lists for Teachers of Modern Languages.* Washington: The Center for Applied Linguistics, 1963. (Now located in Arlington, Virginia.)

Finocchiaro, Mary. *English as a Second Language: From Theory to Practice.* New York: Regents Publishing Co., Inc., 1965.—*Teaching Children Foreign Languages.* New York: McGraw-Hill Book Co., Inc., 1964.

Finocchiaro, Mary, and Michael Bonomo. *The Foreign Language Learner: A Guide for Teachers.* New York: Regents Publishing Co., Inc., 1972

Fishman, Joshua. *Language Loyalty in the U. S.* The Hague: Mouton and Company, 1965.

Gaarder, A. Bruce. *Conserving our Linguistic Resources.* PMLA, LXXX: 2:19-23, May 1965.

Gage, N.L. (ed.). *Handbook of Research on Teaching.* A Project of the American Educational Research Association. Chicago: Rand, McNally & Company, 1963.

Gleason, H. A. *An Introduction to Descriptive Linguistics.* New York: Holt, Rinehart and Winston, 1955.

Hall, Edward T. *The Silent Language.* New York: Fawcett Publications, Inc. 1959. Treats non-verbal behavior such as attitudes toward time, space, work, play, and learning. Cultural anthropology viewpoint with emphasis on the problems of cross-cultural communication.

Hall, Robert, Jr. *New Ways to Learn a Foreign Language.* New York: Bantam Books, Inc., 1966.

Haugen, Einar Ingvald. *Bilingualism in America: A Bibliography and Research Guide.* University of Alabama, 1956.

Hayakawa, S. *The Use and Misuse of Language.* Greenwich, Connecticut: Fawcett Publications, 1962. Study of semantics and underlying meanings.

Heffner, Roe-Merrill Secrist. *General Phonetics.* Madison, Wisconsin: University of Wisconsin Press, 1949.

Hocking, Elton, James Dodge, and Harry Martin. "Working Report: Committee on the Role of Media in Individualized Instruction." *National Association of Language Laboratory Directors Journal* 6, i:10-13.

John, Vera P., and Vivian M. Horner. *Early Childhood Bilingual Education.* New York: The Modern Language Association Materials Center, 1971.

Lado, Robert. *Language Testing.* New York: Longmans, Green & Co., 1962.

Lehmann, Winfred P. *Historical Linguistics: An Introduction.* New York: Holt, Rinehart and Winston, Inc., 1962.

Modern Language Association. *What's What: A List of Terms for the Teacher of Modern Languages.* New York: The Association, 1963.

———. *A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish,* 1970.

Moulton, William G. *A Linguistic Guide to Language Learning.* New York: Modern Language Association, 1966.

Ornstein, Jacob, and William W. Gage. *The ABC's of Languages and Linguistics.* Philadelphia: Chilton Books, 1964. (Now called the Center for Curriculum Development.)

Pedersen, Holger. Translated by John Webster Spargo. *The Discovery of Language.* Bloomington: Indiana University Press, 1962.

Penfield, Wilder, and Lamar Roberts. *Speech and Brain Mechanisms.* Princeton: Princeton University Press, 1959.

Remer, Ilo. *A Handbook for Guiding Students in Modern Foreign Languages.* U.S. Office of Education Bulletin No. 26. Washington: U. S. Government Printing Office, 1963. Brief survey entitled *Using Foreign Languages on the Job* outlines positions of translator, interpreter, teacher, teacher of English as a Foreign Language, linguist, and editor. In addition to these, federal positions are outlined.

Rivers, Wilga M. *The Psychologist and the Foreign Language Teacher.* Chicago: The University of Chicago Press, 1964.

Sapir, Edward. *Culture, Language and Personality.* Edited by David Mandelbaum. Berkeley: University of California Press, 1964.

———.*Language: An Introduction to the Study of Speech.* New York: Harcourt, Brace & World, 1949. A classic in the study of language pheonomena, which includes important insights into the nature of language.

Thorpe, James (ed.). *Aims and Methods of Scholarship in Modern Languages and Literatures.* New York: Modern Language Association, 1963.

Valette, Rebecca M. *Directions in Foreign Language Testing.* Available from EDRS (ED 034 460), address in Appendix A; See ERIC Section. 1969.

———.*Modern Language Testing.* New York: Harcourt, Brace and World, Inc., 1967 (now Harcourt, Brace, Jovanovich, Inc.).

———.and Renee S. Disick. *Modern Language Performance Objectives and Individualization.* New York: Harcourt, Brace, Jovanovich, Inc., 1972.

Whatmough, Joshua. *Language: A Modern Synthesis.* New York: Mentor Books, 1956. Examines bilingual, multilingual, and interlingual communication, semantics, and language in society.

Woellner, Elizabeth M., and M. Aurilla Wood. *Requirements for Certification.* Chicago: University of Chicago Press, 1967.

APPENDIX L

Directories and Books of General Reference

Angel, Juvenal L. *Directory of Firms Operating in Foreign Countries.* New York: World Trade Academy Press, 1969.

———*Directory of International Agencies.* New York: World Trade Academy Press, 1971.

Buros, O. *Mental Measurements Yearbook.* Highland Park, New Jersey: Gryphon Press. Latest edition.

Educational Testing Service, Princeton, New Jersey 08540. *Bulletin of Tests and Services, Elementary and Secondary School, 1971-72.*

Grognet, Allene Guss, and Judith Brown. *University Resources in the U. S. and Canada for the Study of Linguistics, 1969-70.* Arlington, Virginia: The Center for Applied Linguistics.

Lehman, Ellen M., Shirley J. Ramsay, and Joe Jefferson (eds.). *A Handbook for the Counselors of College Bound Students.* 1964. Association of College Admissions, 610 Church Street, Evanston, Illinois 60201

Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011. *Publications of the Modern Language Association* (PMLA). The June issue of this periodical contains an International Bibliography.

New York Times, 229 West 43rd Street, New York, New York 10036. *Your Guide to Employment Agencies that Advertise in the New York Times,* 1965.

The Occupational Outlook Handbook. Washington: U.S. Government Printing Office. Latest edition.

Sheppard, Douglas. *Certifying Teachers of Foreign Languages for American Public Schools.* New York: The American Council on the Teaching of Foreign Languages (see Address in Appendix A), 1969.

Svobodny, Dolly D., comp. *The Foreign Language Requirement in Colleges and Universities: A Bibliography with Abstracts.* 1971. Available from EDRS (see address in Appendix A).

APPENDIX M

Publications of Federal Agencies and Departments

The publications listed below can be obtained by writing the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., giving the title and requesting the latest issue in the event no date is given. In many cases individual agencies and departments will supply lists of their publications upon request.

Agency for International Development. *Employment Opportunities at Home and Abroad.*

———.*Helping AID Help Others.*

Department of Agriculture, Foreign Agricultural Service. *A Future For You in the Foreign Agricultural Service.* Miscellaneous Publication No. 809, 1959.

———.*Profiles, Careers in the United States Department of Agriculture.*

——— *Scientific Careers in the Agricultural Research Service.*

AirForce. *Employment Opportunities for Teachers and Administrators with the U.S. Air Force Dependents Schools Overseas.*

Chamber of Commerce of the U.S.—Foreign Commerce Department. *Employment Abroad: Facts and Fallacies.*

Central Intelligence Agency. *Employment in the Central Intelligence Agency.*

Civil Service Commission.

———.*Examination Announcement for Foreign Language Specialists.* Announcement 186B. February 1959. Outlines qualifications, nature and conditions of employment, application procedures for writer, editor, radio adapter, radio announcer, and radio producer to work in one of the fifty languages used by the U.S. Information Agency.

———.*Federal Career Directory: A Guide for College Students,* 1962. 1965. CS1. 48:29

———.*Federal Career Service at Your Service, Federal Personnel and Pay Systems, An Introduction for New Executives.* 1965.

———.*Federal Jobs Overseas.* Pamphlet No. 29.

———.*Futures in the Federal Government: Career Opportunities Offered Through the Federal Service Entrance Examination.* Pamphlet No. 30, May 1961.

———.*Summer Employment in Federal Agencies,* 1963.

———.*This Way to a Job in Government,* 1963.

Department of Commerce, Bureau of the Budget. *Career Staff to the President.* Bulletin No. 0643132. July 1, 1962.

———.*Foreign Commerce Handbook.* 1960.

Department of Defense. *Employment Opportunities for Educators,* 1965-66.

Department of Health, Education, and Welfare. *How the Office of Education Assists College Students and Colleges.* Catalog No. FS5.255:55051

———.*Nurses in the United States Public Health Service.* Public Health Service Publication No. 361.

———.*Teacher Exchange Opportunities:* 1963-1964. Bulletin No. 1. (Office of Education).

———.*Teaching Opportunities,* by Frederick M. Lee. Office of Education Circular No. FS 226:26000-64. Discusses teaching positions in public, private, federal, and international schools. Also gives certification requirements, teacher supply and demand, and exchange grants available.

Department of Justice. *Career with the Immigration and Naturalization Service.* Announcement No. 244 B. October 4, 1960.

Department of Labor. *Careers in Business Management.*

———.*Foreign Languages and Your Career.*

———.*Memorandum on Overseas Employment Opportunities.*

National Security Agency. *Careers Unlimited.*

Department of the Navy. *Employment Possibilities for Educators in the Navy's Overseas Dependents Schools.*

Peace Corps. "Career Opportunities for Returning Volunteers." Peace Corps Volunteer, 5:3:22. January 1964.

———.*High School Students and the Peace Corps.*

———.*Peace Corps.*

———.*Teachers and the Peace Corps.*

Department of State. *A Career in the U.S. Department of State: The Foreign Service Officer.* Department of State Publication No. 7533. (Department and Foreign Service Series.) No. S1. 69:113.

———.*Career Opportunities as a Foreign Service Officer.* Department of State Publication No. 7245.

———.*Educational and Cultural Exchange Opportunities.* Department of State Publication No. 7543. (International Information and Cultural Series 83.)

———.*Employment Information.* Department of State Publication No. S1.69.98. (Department and Foreign Service Series 98.)

———.*The Foreign Service of the U.S.* Department of State Publication No. 7279. (Department and Foreign Service Series. No. 103.)

———.*Your Department of State.* Department of State Publication No. 7443.

U.S. Information Agency. *Career Opportunities for Young People: Foreign Service USIA.* Explains the selection and training of officers and the various activities of the Agency.

———.*Employment Opportunities at Home and Abroad.* Circular No. 0-695708.

———.*Employment Opportunities in Binational Centers Abroad.* Publication No. 652306 (31). Explains positions as administrator, community center grantee, director of courses, director of activities, student affairs grantee, English teacher, librarian, and director in the Binational Centers.

———.*Facts About USIA.*

———.*Foreign Service Junior Officer Program:* USIA.

———.*Nineteenth Report to Congress: July 1 to December 31, 1962.* Circular O-674648. 1963. Describes the activities of communication by the spoken and written words, the Voice of America, and Telstar.

———.*Telling America's Story Abroad Through Press and Publications.*

APPENDIX N

Publications Relating to Language Careers

Business

Associated Departments of Foreign Languages, Bulletin 5, November 2, 1973. "Survey of Foreign Langauge Skills in Business and Service Organizations."

National Foreign Trade Council, Inc., 10 Rockefeller Plaza, New York, New York 10020. *Foreign Language in Business and Government.* No date.

Clerical

Latin American Institute, 292 Madison Avenue, New York, New York 10016. *The Bilingual Secretary.* n.d.

General

Honig, Lucille J., and Richard L. Brod. Foreign Languages and Careers (*Modern Language Journal,* reprint April 1974).

Imhoff, Paul G. *Major in Foreign Languages and Related Areas.* ED 054 697 FL 002 615. (See "Educational Resources Information Center" in the Index.)

Indiana University, Bloomington, Indiana 47401. *Translating Foreign Languages Into Careers: Vocational Opportunities for High School and College Students of Modern Foreign Languages.* Compiled by Richard T. Hardesty under the direction of George E. Smith, 1964. Outlines positions in teaching and federal government (interpreter, translator, immigration patrol inspector, librarian, science and research information specialists, Foreign Service Officer, Peace Corps volunteer, teacher, and Intelligence Officer). United Nations positions such as verbatim reporters, guides, and précis writers are described, as well as positions with such agencies as the Asia Foundation, Free Europe Committee, and the Institute for International Education.

Kettelkamp, Gilbert C. *Vocational Opportunities for Foreign Language Students.* 1967. Modern Language Association (see address in Appendix A).

Modern Language Association, Foreign Language Program Research Center, 62 Fifth Avenue, New York, New York 10011. *Sources of Employment for Foreign Language Majors and Minors.* Occupational Information Bulletin No. 1, 1959. (Some of the facts and statistics are out of date, but this study contains much valuable information regarding positions with the U.S. government, as well as with independent agencies. Shows locations of positions, qualifications, and the work which the firm or agency does.)

National Student Christian Federation. *Christian Horizons,* 1961.

Parker, William R. *The National Interest and Foreign Languages.* 1964. Washington: U.S. Government Printing Office. Discusses the Armed Forces Institute and the Army Language School. States the case for more extensive language command by diplomats and workers in the National Security and Central Intelligence agencies and shows the need for languages in the business world.

Science Research Associates, Chicago, Illinois. *Occupational Briefs: Foreign Language Workers.* n.d.

University of Michigan, Bureau of Appointments and Occupational Information, Career Counseling Unit, Ann Arbor, Michigan. *Careers Using Foreign Languages.* Vol. I, No. 22, February 1962.

Government and International Relations

Landgraf, John L. *Peace Corps and Languages: An Introduction.* (Linguistic Reporter, 5:2:1-2, April 1963.) Available from the Center for Applied Linguistics (see address in Appendix A).

University of Minnesota, Center for International Relations, Minneapolis, Minnesota 55455. *Employment Oppor-*

tunities for Students Trained in International Relations and Area Studies. 1960. Contains information on various government agencies that employ students with international relations and foreign language training, as well as a bibliography of federal publications on this topic. Good list of firms with overseas departments and interests.

Shea, Donald R. *The Peace Corps and Foreign Language Education: A Foreword.* (Modern Language Journal, 47:7:299-300, November 1963).

Sullivan, Mary B. *Careers in Government.* 1964. Henry Z. Walck, Inc., 17-19 Union Square, New York, New York 10003.

Wellemeyer, John F., and Sara F. Leiter. *Foreign Language Needs of Federal Agencies,* 1964. Available from Wellemeyer Publications, 2101 R Street, N.W., Washington, D.C. 20008. A study of thirteen federal agencies which have 25,000 to 30,000 positions that involve a working knowledge of one or more foreign languages. Includes positions in the Departments of State, Agriculture, Commerce, Interior, Justice (Immigration and Naturalization Service), Labor, Treasury, Defense, as well as the Agency for International Development, Library of Congress, Peace Corps, and the U.S. Information Agency.

Interpreting

Chronicle Guidance Publications, Moravia, New York 13118. *Interpreter,* No. 28R. June 1963. Outlines education, duties, earnings, and method of entry for interpreters.

Mehta, Ved. *A Second Voice.* (New Yorker, 38:128-45, April 14, 1962). An interpreter at the U.N. tells about his training, life, and work.

Modern Language Journal. *On Interpreters and Interpreting for Official Visitors to the U.S.* (45:7:318-319). November 1961.

Library Science and Information Retrieval

Cohen, Leonard, and Kenneth Craven. *Science Information Personnel.* Available from K. Craven at Research and Development Center, Windham College, Putney, Vermont 05346. 1961.

Cunningham, Eileen, and L. Margueriete Prime. *Language and Library Science.* (Modern Language Journal, 42:5:248-53, May 1958).

Linguistics

Center for Applied Linguistics. *1800 Scientific Linguists?* (Linguistic Reporter, 7:3:2, June, 1965) Washington, D.C. (now located in Arlington, Virginia). *What is a Scientific Linguist?* (Linguistic Reporter, 5:1:5, February 1963). Explains qualifications of a trained linguist and points out the need for linguistics in evaluation and supervision of training programs, research on unknown languages, creation of orthographies for unwritten languages, and in federal positions.

Ford Foundation, 320 East 43rd Street, New York, New York 10017. *Language Doors.* May 1964. Describes the interest of the Ford Foundation in English as a Second Language, linguistics, and foreign language training.

Miscellaneous

Broderick, E.B. *Your Place in TV: A Handy Guide for Young People.* David McKay Company, 750 Third Avenue, New York, New York 10017. Latest edition.

Pan-American Union, 17th and Constitution Avenue, N.W., Washington, D.C. 20006. *Occupational Opportunities for Students Majoring in Spanish and Portuguese.* Bulletin No. 1. 1958.

United Nations Placement Services, Office of Personnel, New York, New York 10017. *Job Descriptions,* n.d.

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